DOCUMENT RESUME

ED 245 368 EA 016 917

TITLE	Parent Involvement in Education Project (PIEP): Annual Report.
INSTITUTION	Southwest Educational Development Lab., Austin, Tex.
SPONS AGENCY	National Inst. of Education (ED), Washington, DC.
PUB DATE	30 Dec 83
CONTRACT	400-83-0007
NOTE	281p.; For Executive Summary, see EA 016 918. For related document, see ED 225 681.
PUB TYPE	Reports - Research/Technical (143)
EDRS PRICE	MF01/PC12 Plus Postage.
DESCRIPTORS	*Administrator Attitudes; Community Cooperation; Elementary Education; Inservice Education; *Parent Influence; *Parent Participation; *Parent School Relationship; *Parent Teacher Cooperation; Participative Decision Making; Tables (Data)

ABSTRACT

This survey is the fifth in a series conducted to gather information about attitudinal barriers to parent involvement and to examine their implications for teacher training. In six states (Arkansas, Louisiana, Mississippi, New Mexico, Oklahoma, and Texas), school superintendents, school board presidents, and state agency officials were asked about their attitudes toward parent involvement and the extent of parent activities in their schools. Respondents indicated positive feelings about having parents involved in traditional roles which support schools, but were less favorable toward having parents in co-learner roles, and negative toward parents being involved as partners in making school decisions. These views corresponded to data collected from teachers, principals, and teacher educators, but contrasted with responses of parents, who reported interest in being involved in decisions even though opportunities were almost non-existent. The report includes responses of three groups of policymakers, and, with the information collected in previous surveys, has been used to describe current attitudes and practices and to make recommendations about training teachers to work with parents. (Author/KS)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

☒ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

- Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

[illegible]

[illegible]

[illegible]

[illegible]

ANNUAL REPORT

PARENT INVOLVEMENT IN EDUCATION PROJECT (PIEP)

Division of Family, School and Community Studies (DFSC)

Staff: David L. Williams, Jr. (Director)

John Stallworth (Research Associate)
Judy Melvin (Administrative Assistant)

In Compliance with Contract No. 400-83-0007, Project No. P-2

Funded by: National Institute of Education (NIE)
Washington, DC

Project Period: December 1, 1982 through November 30, 1983

David L. Williams, Jr., Division Director

Preston C. Kronkosky, Executive Director
Southwest Educational Development Laboratory (SEDL)
Austin, Texas

This report and the work upon which it is based was conducted pursuant to NIE Contract No. 400-83-0007, Project P-2. The contract funds were provided by the National Institute of Education (NIE) to the Southwest Educational Development Laboratory (SEDL), a private non-profit institution. Opinions expressed in this report do not necessarily reflect the position or policy of NIE and no official endorsement by NIE should be inferred.

©Copyright 1983, Southwest Educational Development Laboratory
Austin, Texas

TABLE OF CONTENTS

A. INTRODUCTION.. 1

1. Background.. 1

2. Rationale for Current Survey................................ 4

3. Statement of The Problem.................................... 6

4. Goals and Objectives.. 6

5. Research Questions.. 7

6. Definition of Terms... 7

B. METHODOLOGY... 9

1. Selection of Subjects....................................... 9

2. Instrumentation... 10

3. Data Collection... 11

4. Assumptions and Limitations................................. 13

5. Data Analysis... 13

C. RESULTS... 15

1. Demographic Characteristics of Respondents.................. 15

2. Responses to Statements About Parent Involvement (Part I)... 22

3. Parent Involvement in Specific School Decisions (Part II)... 39

4. Roles for Parents in The Schools (Part III)................. 47

5. Description of Parent Involvement Activities Offered in The Schools (Part IV)............ 49

6. Description of Parent Involvement Policies (Part V)......... 67

7. Breakdown of Item Responses by Demographic Variables........ 77

8. Analysis of Correlations Among Responses to Items.. 86

D. SUMMARY AND DISCUSSION OF RESULTS........................... 91

E. CONCLUSIONS AND RECOMMENDATIONS............................ 101

Recommendations for Teacher Training................... 107

Recommendations for Improving Parent Involvement in Schools.................................. 108

F. HIGHLIGHTS OF CONFERENCE PROCEEDINGS....................... 109

Goals and Objectives.................................. 109

Selection of Participants............................. 109

Biographic Information................................ 111

Conference Preparation................................ 111

Summary of Major Presentations........................ 112

Summary of Recommendations from Participants........... 115

Highlights of Small Group Discussions.................. 116

A Collegial Approach: Barriers to Including Parent Involvement as Part of Teacher Training......... 122

Conference Evaluation................................. 124

G. REFERENCES.. 129

APPENDIX A (Seven Questionnaires Used in Parent Involvement in Education Surveys).................. 133

APPENDIX B (Parent Involvement in Education Conference Materials, October 6-7, 1983)...................... 230

ABSTRACT

Parent involvement in the schools has been widely discussed in the professional journals of education. However, studies show that parents have very little involvement in most public schools. This survey is the fifth in a series which were conducted to gather information about attitudinal barriers to parent involvement and to examine their implications for teacher training.

This survey of policy makers in six states (Arkansas, Louisiana, Mississippi, New Mexico, Oklahoma, and Texas) obtained responses from 1,200 school superintendents, 664 school board presidents and 30 selected state education agency officials. They were asked about their general attitudes toward parent involvement, their attitudes toward specific types of parent involvement, and the extent of certain parent activities in their schools. They were also asked about the existence of any state or district policies encouraging parent involvement.

Respondents from each of the three groups of policy makers indicated overall positive feelings about having parents involved in traditional roles which support schools, including home tutor, audience for school information and school program supporter. They were decidedly less favorable in their responses to having parents in the roles of co-learners with educators or advocates on educational issues. They responded negatively overall to parents being involved as partners in making school decisions.

These views corresponded to data collected from teachers, principals and teacher educators. However, they contrasted with the responses of parents, who reported they were interested in being involved in school decisions even though opportunities to do so were almost non-existent.

This report includes the responses of three groups of policy makers in the field of public education. Together with the information collected in previous surveys, this data base has been used to describe current attitudes and practices regarding parent involvement in the six-state region, and to make recommendations about training teachers to work with parents.

A SURVEY OF SUPERINTENDENTS, SCHOOL BOARD PRESIDENTS AND STATE EDUCATION AGENCY OFFICIALS REGARDING PARENT INVOLVEMENT

Project Goals: The primary goal is to develop a set of data-based guidelines for improving teacher training in parent involvement. In addition, the study provides data about attitudes and current practices which can be used to improve parent-school relations and to foster parent input into school governance.

A. INTRODUCTION

1. Background

In response to the increased emphasis on parent involvement in the schools, Southwest Educational Development Laboratory (SEDL) conducted a comprehensive four-year study to develop guidelines for training teachers to work better with parents. One assumption of this study was that an increase in parent involvement would also increase the job demands on teachers. Their new role would require increased interaction with parents in addition to their duties related to classroom instruction. In order to determine whether teacher training should be changed to reflect this larger professional role, this study surveyed college professors, teachers, parents, principals, superintendents, school board presidents and state education agency officials. In general, each group was asked about their attitudes towards parent involvement and about their current practices related to parent involvement in the schools (see survey questionnaires in Appendix A).

Year One: During the first year of the study, professors in colleges of education were asked about their attitudes towards parent involvement and about their current practices in training teachers how to work with parents. The results of this survey indicated that teacher educators favored the general idea of parent involvement and thought teachers should receive training focused on working with parents. However, there was neither a clear consensus about the most appropriate ways for parents to participate in the schools, nor about the best methods of preparing teachers to work with parents.

Year Two: In the second year of the study, survey efforts were focused upon identifying the types of parent involvement supported by educators in the schools and describing current parent involvement practices. The purpose of this survey effort was to systematically gather information from educators in the schools about teachers' job requirements related to working with parents.

Elementary school teachers (n = 575) and elementary school principals (n = 729) responded to a mailed questionnaire asking about their attitudes towards specific parent involvement activities, and about current parent involvement activities in the schools. Both teachers and principals were also asked to make recommendations about training teachers to work with parents.

In responding to the survey, both teachers and principals gave a strong, favorable response to general questions about the value and importance of parent involvement in the schools. Their responses were very similar to those obtained from teacher educators in the previous survey. However, this apparent consensus about the importance of involving parents was clarified when responses to the more specific questions were analyzed. Responses in these surveys indicated that teachers and principals favored the general idea of parent involvement, but they much preferred that parents be involved as recipients of information from the school (the Audience role), as volunteers and supporters of school programs (the School Supporter role), or as tutors working with their own children at home (the Home Tutor role). Teachers and principals were less supportive of having parents involved in roles such as being advocates for their children in the schools (the Advocate role), attending inservice training with school staff (the Co-learner role), or participating in various school decisions (the Decision Maker role). Both principals and teachers favored increased parent involvement in the schools, but preferred that it be limited to the traditional ways parents have supported school efforts.

In reporting current parent involvement practices in their schools, both groups reported that their schools did not sponsor a wide variety of parent involvement activities. Their descriptions of current practices corresponded somewhat to their own preferences in that the traditional parent involvement activities were apparently much more widespread than were activities which called on parents to participate in any educational decisions. The surprising pattern in these results was the fact that even the most traditional, most accepted types of parent involvement activities were reported as being atypical of current practices in the schools. So although both groups supported these traditional types of parent involvement, they indicated such activities were in fact uncommon in their own school.

With regard to teacher training, they agreed with the teacher educators that parent involvement was important as it constituted a growing role for elementary school teachers. They also agreed that parent involvement should be addressed in the undergraduate training curriculum by offering a course on the topic. The majority of both the teachers and the principals responding indicated they themselves had not received any training to work with parents in their own professional preparation. However, both principals and teachers agreed that new teachers should receive training to work with parents as part of their undergraduate program.

Year Three: The fourth survey in the series focused on the parents themselves. The survey instrument used with teachers and principals was reworded in order to ask parents the same basic questions without using unfamiliar educational terms. In addition, questions about teacher training were excluded from the parents' questionnaire. Instead, they were asked to recommend how schools might improve their parent involvement efforts.

Parents with children in elementary school were targeted for the survey and they were contacted through the state and local PTA organizations.

These parents were asked the same general questions to assess their general attitude toward parent involvement in the schools, and they were asked the same specific questions designed to assess their preference regarding the various types of parent involvement. They were also asked about the extent to which they actually participated in various parent involvement activities in their children's schools.

The responses from parents in the six-state region indicated that their attitudes towards parent involvement were favorable, and even more positive than those of teacher educators, teachers or principals. They indicated a high level of interest in both the traditional parent involvement roles (Audience, School Supporter and Home Tutor) and in the power sharing roles (Advocate, Co-learner, and Decision Maker). When their responses were ranked, they indicated the strongest interest in the traditional roles, but a sizeable number of parents also indicated a strong interest in participating in school decisions. Their responses agreed with those of the teachers and principals in that all three groups gave their strongest support to the traditional parent involvement roles. There was a high degree of consensus across the three surveys for increasing parent involvement in these types of roles.

Although parents indicated slightly less interest in becoming involved in the other parent involvement roles, the absolute level of their responses was still quite high, indicating a high level of parent interest in these roles.

The high level of parent interest in these roles was contrasted with the relatively low level of support for the roles given by both teachers and principals. This comparison of results suggests that parent apathy is probably not the main barrier to involving parents in either the traditional or the non-traditional roles.

The responses of parents regarding their own participation in parent involvement activities also corresponded closely to the description of current school practices obtained from the teachers and principals. The parents indicated they most frequently participated in activities which related primarily to their own child or to the traditional roles for parents in the schools. They helped their children with homework, attended parent-teacher con ferences, went to open house at the school, helped with school social activities such as pot-luck suppers, and attended PTA meetings. In contrast, they indicated that they rarely participated in either curriculum and instruction decisions or administrative decisions at the school. The overall level of their responses also indicated substantial disparity between their reported level of interest and their actual participation in the various parent involvement activities. This pattern was quite similar to that of the teachers and principals.

2. Rationale for Current Survey

During the current year, project staff focused upon policy makers in education to assess their attitudes towards parent involvement, to get their description of current practices in the schools, and to ask them about specific policies which might encourage various types of parent involvement. District superintendents and school board presidents, as well as selected state education agency officials, completed parallel survey questionnaires which were also modified versions of the instrument used with teachers, principals and parents.

School board presidents help shape the policies under which schools operate to carry out their functions and accomplish the desired goals. School superintendents refine and implement a district's goals and policies, develop a plan of action and oversee the implementation of the action plan. State department of education officials help ensure that legislated educational matters are communicated correctly to districts, provide districts with needed technical assistance/training to help carry out education mandates and monitor how effectively this is done. Thus, perspectives about parent involvement from these educators was considered necessary to provide a more balanced look at how parent involvement in school and education could be enhanced through teacher training.

School superintendents and school board presidents are crucial to whether or not parent involvement takes place in the schools. Their views and opinions concerning parent involvement influences the attitudes of others in the schools, and the policies they establish serve as guidelines for the actual behavior of school district personnel.

Realizing the importance of their role in parent involvement efforts, the project surveyed both superintendents and school board presidents, asking them about their attitudes, and about their current practices in working with parents, but also asking them to describe the policies in their districts which encourage various types of parent involvement activities.

In addition, selected officials in the state education agencies were also surveyed. Each of these officials were selected according to whether they had programmatic responsibility which could be related to parent involvement in the schools. Again, they were asked a set of questions designed to tap attitudes toward specific types of parent involvement activities. However, their survey questionnaire was somewhat different in that it asked them about the current activities of the state department of education which might be related to parent involvement. Specifically, they were asked to describe the extent to which their agency provided technical assistance or training to local districts, which focused on any of 20 parent involvement activities. As those in the state education agency also have responsibility for developing and implementing educational policy, they were also asked whether there were state policies which encouraged any type of parent involvement at the district level.

By surveying these three groups in the field of public education, this project expected to obtain not only information about their individual perceptions, but also information about the extent to which superintendents and school board presidents across the six-state region report similar attitudes and practices related to parent involvement. The survey of state education agency officials also serves to describe current policies related to parent involvement, but it also provides information about the similarity between the views of those involved with educational policy at the state level and those with comparable responsibility at the district level in the six states.

In addition, the information from these three surveys also indicates how compatible educational policy makers' viewpoints are with those already reported by practitioners and by parents. The areas of compatibility among policy makers and administrators in public education, as well as from parents of elementary school children, suggest that some types of parent involvement are not opposed by any stakeholder group, and could be an effective means of parent-school collaboration. In contrast, those areas in which there is obvious incompatibility suggest that some types of parent involvement are actively opposed by one of the stakeholder groups, and these are less likely to be a means towards parent-school collaboration.

3. Statement of The Problem

The purposes of this research phase are to (1) gather information about various aspects of parent involvement in education from the perspectives of educational policy makers/administrators--specifically school superintendents, school board presidents, and state department of education officials in the SEDL six-state region; (2) to compare the results of this data gathering effort with those from surveys of teacher educators, parents, principals and teachers; and (3) to make recommendations for training elementary school teachers how to involve parents in their children's education at home and at school.

4. Goals and Objectives

The following statements reflect what the project sought to accomplish during this year of work and how it planned to do so.

a. Goal:

To gather information from those involved in policy making and governance of the schools about involving parents in the schools. The data from this survey were added to the project data base which already included surveys of parents, teachers, principals, and professors of education. This data base is intended to serve as a resource for both teacher training institutions interested in training teachers how to work with parents and for school districts interested in developing and implementing successful parent involvement programs.

b. Objectives:

(1) To collect additional information from educational policy makers about attitudes and current practices related to parent involvement in the schools.

(2) To make comparisons among the three groups surveyed this year and to also compare the responses of policy makers to those of administrators, teachers and parents.

(3) To formulate a set of recommendations and suggestions based on survey results for improving teacher training and improving parent involvement efforts.

(4) To disseminate results and recommendations to teacher colleges, public school districts and state

education agencies, as well as other individuals or organizations with an interest in parent involvement.

5. Research Questions

The research effort sought answers to the following questions about parent involvement in education from the viewpoint of educational policy makers:

a. What are the attitudes of school board presidents, school superintendents, and state agency officials towards the general concept of parent involvement in the schools?

b. What roles do they think parents should play in the schools?

c. In what school decisions do they think parents should have input?

d. How are these opinions about parent involvement alike and/or different among superintendents, school board presidents and SDE officials?

e. What specific policies exist which foster parent involvement in the schools?

f. How are these policies similar and different among the policy makers surveyed?

g. Are there apparent relationships between attitudes, current practices and policies related to parent involvement?

h. How do the responses of policy makers compare with those from principals, teachers and parents?

f. What implications can be drawn from these results which might help improve teacher training or parent involvement programs?

6. Definition of Terms

For purposes of this study, the following are working definitions of terms used throughout this report:

1. Parent Involvement - any of a variety of activities which allow parents to participate in the educational process at home or in school, such as information

exchange, decision sharing, volunteer services for schools, home tutoring/teaching, and child advocacy.

2. Stakeholders - those persons most likely to be involved in parent involvement efforts (e.g., parents, teachers, principals, school board members, superintendents).

3. Home Tutor Role - parents helping their own children at home with educational activities or school assignments.

4. Audience Role - parents receiving information about their child's progress or about the school. Parents may be asked to come to the school for special events (e.g., school play, special program, etc.).

5. School Program Supporter Role - parents involved in activities in which they lend support to the school's program and take an active part (e.g., classroom volunteers, chaperones for trips, collect funds, etc.).

6. Co-Learner Role - parents involved in workshops where they and school staff learn about child development or other topics related to education.

7. Paid School Staff Role - parents are employed in the school as part of the school's paid staff (e.g., classroom aides, assistant teachers, parent educators, etc.).

8. Advocate Role - parents serve as an activist or spokesperson on issues regarding school policies, services for their own child, or community concerns related to the schools.

9. Decision-Maker Role - parents involved as co-equals with school staff in either educational decisions or decisions relating to governance of the school.

10. SEA Officials - persons in state departments of education identified as having program responsibility related to some aspect of parent involvement (e.g., director of federal programs, etc.).

B. METHODOLOGY

This study surveyed local school superintendents, school board presidents, and selected SEA officials in six states. They were mailed a questionnaire and asked about their attitudes, current practices and policies related to parent involvement. The procedures for conducting the survey are discussed in the following sections.

1. Selection of Subjects

The sample of subjects was selected from within SEDL's six-state region (Arkansas, Louisiana, Mississippi, New Mexico, Oklahoma, and Texas). Three groups of subjects were sampled: (1) local school district superintendents, (2) presidents of local district school boards, and (3) certain officials in state departments of education. The sample included superintendents and school board presidents in cities where the parent survey was conducted. This allowed for comparisons between parent and school official perspectives concerning parent involvement.

The sample of superintendents and school board presidents included the entire population of both groups in each of the six states. Approval of and assistance with selecting and contacting the superintendents and board presidents were provided by their professional associations at both the national and state level.

A slightly different procedure was used to select the sample of state department of education officials. Education directories for each of the six states were examined for potential subjects. Initial efforts identified the following officials as possible subjects for the survey: the Directors of Federal Programs, Special Education, Teacher Certification, Instruction, Community Education, Teacher Education, Bilingual Education and Staff Development/Inservice Education or Training. In conversations with top state agency officials, it was determined that these five agency positions (in Texas, two persons in each area were selected in the sample) were the most likely to have concerns related to parent involvement:

- Director/Coordinator of Federal Programs
- Director/Coordinator of Special Education
- Director/Coordinator of Staff Development and Inservice Education
- Director/Coordinator of Instruction (Elementary Level)
- Director/Coordinator of Teacher Certification and/or Teacher Education

Another factor in selecting these state department of education officials as the subject sample was that they were common titles across the six state education agencies.

A total of 4,997 subjects were identified for the parent involvement survey. Of these, 2,538 were school superintendents, 2,423 were school board presidents, and 36 were state department of education officials.

Table 1 shows the number superintendents, school board presidents and state education agency officials in each state who were mailed survey questionnaires.

TABLE 1
SAMPLE BREAKDOWN OF SCHOOL ADMINISTRATORS/SCHOOL POLICY MAKER SUBJECTS

Subjects	Number by State					
	AR	LA	MS	NM	OK	TX
School Superintendents*	371	67	168	95	716	1,121
School Board Presidents*	376	65	168	91	637	1,086
State Department of Education Officials	5	5	5	5	5	11

*These totals represent the number of superintendents and board presidents in each state as identified by Market Data Retrieval (Denver, Colorado) in computerized mailing lists which the project purchased.

2. Instrumentation

A six part questionnaire was mailed to each person identified in the sample. Two versions of The Parent Involvement Questionnaire (PIQ) were developed and utilized in the research effort. One version was prepared for school board presidents and superintendents while a slightly modified version was developed for state education agency officials. These two versions represented the fifth and sixth editions of the PIQ used by this project in previous surveys.

These two versions of the survey questionnaire were piloted by superintendents, school board presidents and state education agency officials in Nebraska, Nevada, Ohio, Iowa and Kansas. In addition, a draft of the questionnaire was mailed to 55 external reviewers for comment and recommendations.

More than 51% of the school board presidents, 72% of the school superintendents and 51% of the external reviewers returned pretest instruments completed with their comments. Approximately 92% of the state agency pretest officials responded to our request for assistance.

The returned pretest questionnaires were analyzed and descriptive statistics (means, frequencies, standard deviations, etc.) were produced. Written comments and suggestions were recorded on a summary form. The results and suggestions were used as a basis for developing the final versions of the questionnaire.

The PIQ was composed of six parts. Part One contained 20 general attitude statements about parent involvement and respondents were asked whether they agreed or disagreed. Part Two consisted of 11 school decisions and asked respondents to indicate how useful it would be for parents to be involved in each. In Part Three, 7 parent involvement roles were described and respondents were asked how important it would be for their schools to have parents participating in each role.

There were three additional sections of the PIQ. In Part Four, 20 parent involvement activities were listed and school board and superintendents were asked the extent to which schools in their districts offered such activities. State department of education officials were asked the extent to which their agency provided training and technical assistance to school districts which corresponded to these 20 activities. Part Five consisted of 14 types of parent involvement which are common in the schools. School superintendents and board presidents were to indicate whether their district had a policy which encouraged each type of parent involvement. In this section, state department of education officials were asked whether their state had a policy which encouraged each type of parent involvement at the district level. Part Six asked for demographic information from each of the groups surveyed.

Part One included a four-point Likert scale for responses which ranged from 1 = Strongly Disagree to 4 = Strongly Agree. For Parts Two and Three, five-point Likert response scales were provided. They were 1 = Not Useful to 5 = Very Useful, and 1 = Not Important to 5 = Very Important, respectively.

In Part Four, the four-point scale for responses was 1 = No Schools to 4 = All Schools. A three-point response scale was used in Part Five ranging from 1 = Formal Written Policy to 3 = No Policy.

3. Data Collection

Several procedures were used to facilitate data collection. First, numbers were assigned to each instrument and batches were designated for each state. A survey packet was prepared and mailed to each subject. Included in the packet was a cover letter, the instrument and a self-addressed, postage-paid return envelope. As each survey was received, it was examined to make sure all parts were completed. Then, each was checked off the master list and tallied on the appropriate return count sheet. About three weeks after the initial questionnaire mail out, 4,315 follow-up postcards were sent to non-respondents. Approximately six weeks from the first mailing, 1,018 additional questionnaires were sent out in a follow-up mailing to increase the response rate. The follow-up questionnaires were sent to a random sample of the remaining non-respondent subjects.

The final cut off date for survey returns was set for May 13, 1983. Several more returns arrived after the deadline and were added to the other questionnaires being prepared for keypunching. Table 2 shows the number of returned questionnaires by subject group.

TABLE 2
Survey Response Totals By Subject Group

Item	District Superintendents	School Board Presidents	State Education Agency Officials
Total Mailed	2,583	2,423	36
Total Returned	1,200	664	30
Total Return %	46.5%	27.4%	83.3%

The number of subjects responding to the survey by group and by state are shown in Table 3.

TABLE 3

State	Number Mailed			Number Returned			Percent		
	Supts.	Sch. Bd.	SEAs	Supts.	Sch. Bd.	SEAs	Supts.	Sch. Bd.	SEAs
Arkansas	371	376	5	166	101	3	45%	27%	60%
Louisiana	67	65	5	51	32	3	76%	49%	60%
Mississippi	168	168	5	89	58	5	53%	35%	100%
New Mexico	95	91	5	58	40	4	42%	44%	80%
Oklahoma	716	637	5	265	160	5	37%	25%	100%
Texas	1,121	1,086	11	561	271	9	50%	25%	82%

After questionnaire coding and data keypunching was completed, the information on each card was verified for accuracy.

After all errors were corrected, the card deck was used to create a data file in the computer.

4. Assumptions and Limitations

The use of survey questionnaires in research has certain limitations. There is no assurance that the person receiving the questionnaire is the one who actually fills it out. As with other self-report measures, one has to assume the respondent is being completely honest and candid in his or her responses. Mailed questionnaires also preclude personal interaction with respondents as they answer the information requested. Consequently, discussions which may clarify directions or a question's purpose, are not possible; respondents may misinterpret items and provide irrelevant responses. In addition, this method of data collection does not allow for in-depth probing to obtain better insights as to why certain responses were given. Thus, some clarity of data is not available through this survey method. The pretest effort, and subsequent refinement of the instrument, was designed to minimize the effects of these limitations.

However, there were certain advantages of survey methodology which made it a viable approach even with these limitations. The advantages included (1) ability to reach more subjects at one time, (2) relative cost-effectiveness of such large scale data collection efforts, (3) more standardized form of information to give respondents, and (4) greater ease in direct coding/tabulating of responses.

This research activity was framed within the context of the following general assumptions. First, it was assumed that subjects would be aware of parent involvement at the policy level as well as the practitioner or school level. Second, it was assumed that few state agency or school district policies specifically focused on parent involvement in the school. Finally, it was assumed that some subjects dealt strictly with policy matters, while others worked more directly with practitioners and/or programs.

5. Data Analysis

The data from 1,200 superintendents were first analyzed (1) to obtain a composite description of respondent characteristics, (2) to generate an overall picture of responses to the survey, (3) to plan for secondary analyses of possible relationships between item responses and demographic characteristics of respondents, and (4) to identify patterns of responding among all items on the survey. The first analysis generated descriptive statistics for all items on the survey questionnaire. These statistics included the range of responses, the frequency of different responses, the mean response and the standard deviation. Missing data were not included in the calculations of central tendency.

Tables were prepared to show a summary of the demographic characteristics of superintendents responding to this survey and the mean response for items in each part of the questionnaire.

The mean ratings were used to rank the items in each section of the survey in order to identify those items receiving the strongest "positive" and strongest "negative" ratings; tables were prepared to show the items in descending rank order.

Responses to certain items were broken out by demographic variables in order to determine whether the response variation might be systematically related to a factor like geographic location, or district enrollment size.

Finally, correlational analyses were performed to examine patterns of response among items within each part of the survey, as well as patterns of response between items in different parts.

Data analyses for the 664 school board presidents and the 30 state education agency officials were conducted in essentially the same sequence. The demographic characteristics of each group were first examined to provide a context for looking at response to survey items. Descriptive statistics were used to examine their patterns of responding, and secondary analyses were conducted to look for underlying patterns of relationship between responses and demographic characteristics. Finally, correlational analyses were performed to examine patterns among item responses in all parts of the survey.

Tables have been prepared to present the results of these analyses. A discussion of the results with related tables is provided in the next section.

C. RESULTS

Results of this survey are presented in the following sequence. First, the characteristics of each respondent group are presented as a context for looking at item responses. Then, descriptive statistics detail responses to items in each part of the questionnaire, starting with Part I and going through Part V. The strongest positive and strongest negative responses are shown to identify areas of consensus for each group of respondents. Results of the breakdown of item responses by certain demographic variables are then presented and discussed. Finally, a brief discussion is presented regarding the correlation of responses within and across parts of the survey.

1. Demographic Characteristics of Respondents

a. School District Superintendents - The demographic characteristics of the 1200 superintendents responding to the survey are shown in Table 4. Almost 93% indicated they were male and 90% indicated their ethnic background was Anglo-Caucasian. Approximately 78% indicated their district was rural, but over 85% indicated their district had a student enrollment of less than 5000. As expected in this six-state region, almost one-half (48%) of the respondents were from Texas. However, the response from the other 5 states was somewhat uneven. Approximately 22% of the respondents were from Oklahoma and 14% from Arkansas, but only 8% were from Mississippi, only 5% from New Mexico and less than 4% from Louisiana. In previous surveys, each of these other five states usually accounted for approximately 10% of those responding.

In terms of training and experience, 866 of the 1200 respondents (72%) indicated their training background was in the area of educational administration, and another 226 (19%) indicated their training was in secondary education. Almost 60% indicated they had completed a Master's degree plus graduate hours, while 15% indicated they had a Specialist degree and another 18% indicated they had completed a Ph.D.

As a group, almost 60% of these superintendents reported having over 20 years of teaching experience, while another 15% indicated they had taught for between 15 and 19 years and another 12% had taught from 10 to 14 years.

Approximately 29% of respondents also indicated they had over 20 years of administrative experience, while 23% indicated they had between 15 and 19 years, and another 24% had 10 to 14 years of of experience.

When superintendents were asked to estimate the breakdown of family income in their districts, their composite response

TABLE 4
CHARACTERISTICS OF RESPONDING SUPERINTENDENTS
N = 1,200

Biographical Item	Frequency of Response	Percent of Those Responding
1. State of Residence		
a. Arkansas	169	14.1
b. Louisiana	47	3.9
c. Mississippi	93	7.7
d. New Mexico	58	4.8
e. Oklahoma	259	21.6
f. Texas	574	47.8
2. Gender		
a. Female	86	7.2
b. Male	1,106	92.8
3. Ethnic Background		
a. American Indian	34	2.9
b. Anglo	1,060	89.8
c. Asian	2	.2
d. Black	21	1.8
e. Hispanic	49	4.1
f. Other	15	1.3
4. Education Level		
a. BA	6	.5
b. BA plus hours	19	1.6
c. MA	65	5.5
d. MA plus hours	707	59.6
e. Specialist	177	14.9
f. Ph.D.	212	17.9
5. Training Background		
a. Special Education	24	
b. Elementary Education	115	
c. Early Childhood	7	
d. Curriculum and Instruction	102	
e. Educational Administration	866	
f. Secondary Education	226	
g. Health and Physical Education	50	
h. Adult and Vocational Education	21	
i. Higher Education	8	
j. Other	23	

Biographical Item	Frequency of Response	Percent of Those Responding
6. Years Experience Teaching		
a. 0 to 4 years	37	3.1
b. 5 to 9 years	120	10.1
c. 10 to 14 years	139	11.7
d. 15 to 19 years	187	15.8
e. more than 20 years	702	59.2
7. Years of Administrative Experience		
a. 0 to 4 years	85	7.2
b. 5 to 9 years	201	16.9
c. 10 to 14 years	284	23.9
d. 15 to 19 years	273	23.0
e. more than 20 years	345	29.0
8. Rural/Urban/Suburban		
a. Rural	921	78.1
b. Urban	107	9.1
c. Suburban	151	12.8
9. School District Enrollment		
a. Less than 1,000	630	52.9
b. 1,000 to 4,999	388	32.6
c. 5,000 to 9,999	74	6.2
d. 10,000 to 19,999	53	4.5
e. 20,000 to 49,999	26	2.2
f. 50,000 to 74,999	9	.8
g. 75,000 to 99,999	5	.4
h. 100,000 or more	5	.4
0. Estimate of Parents' Income Level in District		
a. Up to $15,000/year		40.48
b. $15,000 to $30,000		30.04
c. $30,000 to $50,000		11.64
d. Over $50,000		4.23
		86.39
1. Estimate of Ethnic Breakdown of Students		
a. American Indian		4.44
b. Anglo		60.38
c. Asian		.43
d. Black		12.17
e. Hispanic		12.32
f. Other		1.28
		91.02

indicated that about 40% of parents in their districts had an annual income less than $15,000, another 30% had incomes between $15,000 and $30,000, and almost 12% had incomes between $30,000 and $50,000. They estimated that approximately 4% of parents in their districts had an annual income over $50,000.

Superintendents were also asked to describe the ethnic breakdown of students in their school districts. Although the responses varied widely, the composite picture of districts respresented in this survey indicated that about 60% of the students in their districts were Anglo, 12% Black, and another 12% Hispanic. Approximately 4% of their students were described as being American Indian and less than 1/2% were described as being of Asian background.

b. School Board Presidents - Like the superintendents, school board presidents responding to this survey were predominantly male and Anglo. Of the 664 school board presidents responding to the survey, 88% were male and 89% were Anglo. Approximately 76% indicated their school district was rural, and 14% indicated their district was suburban, while only 10% described their school district as being in an urban location. When asked about the size of their district enrollment, over 86% indicated their district had less than 5,000 students, while less than 14% indicated their school districts had more than 5,000 students. Table 5 shows the school board presidents' responses to each of the demographic items.

Although the state of Texas represents approximately one-half of the population in the SEDL six-state region, school board presidents from Texas constituted only 41% of those responding to this survey. Again, the response rate from each of the other five states was somewhat uneven. Approximately 15% were from Arkansas, 5% from Louisiana, 8% from Mississippi, 6% from New Mexico, and approximately 25% from Oklahoma. As in the survey of superintendents, the states of Arkansas and Oklahoma had proportionally greater representation than their population in the region, and the response rate from Louisiana, Mississippi, New Mexico and Texas was somewhat lower than their proportion of the population in the region.

In terms of their educational level, school board presidents indicated that 19% of those responding had earned a bachelor's degree, while another 22% had earned a bachelor's degree plus additional hours. Another 17% had earned a masters degree and an additional 10% had a masters degree plus hours. They indicated that 5% had earned a specialists degree and approximately 18% had earned a Ph.D.

In terms of years of experience on the school board, approximately 30% indicated they had served from 0-4 years and 40%

TABLE 5
CHARACTERISTICS OF RESPONDING SCHOOL BOARD PRESIDENTS
N = 664

Biographical Item	Frequency of Response	Percent of Those Responding
1. State of Residence		
a. Arkansas	102	15.4%
b. Louisiana	32	4.8
c. Mississippi	56	8.4
d. New Mexico	40	6.0
e. Oklahoma	163	24.5
f. Texas	271	40.8
2. Gender		
a. Female	79	12.0
b. Male	579	88.0
3. Ethnic Background		
a. American Indian	15	2.3
b. Anglo	591	89.0
c. Asian	2	.3
d. Black	10	1.5
e. Hispanic	26	3.9
f. Other	8	1.2
4. Education Level		
a. BA	124	18.9
b. BA plus hours	146	22.3
c. MA	115	17.5
d. MA plus hours	65	9.9
e. Specialist	32	4.9
f. Ph.D.	116	17.7
g. Other	56	8.5
5. Years Experience on School Board		
a. 0 to 4 years	192	29.5
b. 5 to 9 years	256	39.4
c. 10 to 14 years	110	16.9
d. 15 to 19 years	41	6.3
e. more than 20 years	51	7.8

Biographical Item	Frequency of Response	Percent of Those Responding
6. Rural/Urban/Suburban		
a. Rural	493	75.8%
b. Urban	65	10.0
c. Suburban	92	14.2
7. School District Enrollment		
a. Less than 1,000	354	53.7
b. 1,000 to 4,999	215	32.6
c. 5,000 to 9,999	40	6.1
d. 10,000 to 19,999	26	3.9
e. 20,000 to 49,999	21	3.2
f. 50,000 to 74,999	1	.2
g. 75,000 to 99,999	1	.2
h. 100,000 or more	1	.2
8. Estimate of Parents' Income Level in District		
a. Up to $15,000/year		38.63
b. $15,000 to $30,000		29.67
c. $30,000 to $50,000		11.42
d. Over $50,000		3.79
9. Estimate of Ethnic Breakdown of Students		
a. American Indian		3.72
b. Anglo		62.31
c. Asian		.34
d. Black		12.27
e. Hispanic		11.56
f. Other		.56

indicated they had served from 5-9 years. Another 17% indicated they had served from 10-14 years, 6% indicated they had served from 15-19 years, and almost 8% indicated they had served on the school board more than 20 years.

In estimating parents' income level in their district, their responses were very similar to those of the superintendents. Although there was wide variation in their responses to this item, the compositive picture for districts represented in this survey indicated that approximately 39% of their parents were estimated to have an income of less than $15,000 a year, another 30% had an income between $15,000 and $30,000 per year, approximately 12% had an income between $30,00 and $50,000 per year and only 4% had an income of over $50,000 per year.

In estimating the ethnic breakdown of students in their districts, again the school board presidents' responses were similar to those of the superintendents in their survey. A composite picture for the districts responding in this survey indicated that the average district was approximately 62% Anglo, 12% Black, 12% Hispanic, 4% American Indian and less than one-half percent Asian.

The survey questionnaire distributed to school board presidents also asked them to list their present occupation. Of the 664 who completed the questionnaire, 611 listed their occupation as requested. Although the responses covered a wide range of occupations and professions, it was possible to make some estimates of the number of school board presidents in various types of occupations. Of those responding, by far the largest group represented were farmers or ranchers (n = 117), and the second largest group consisted of 67 who described themselves as professionals (including doctors, lawyers, bankers, accountants, pharmacists, nurses, etc.). The third largest group consisted of 51 school board presidents who listed their occupations as either being in sales or business. The fourth largest group indicated they were educators such as teachers, principals, superintendents, and college professors. Other groups with sizeable representation included those listed as self-employed, managers, construction or oil industry workers, civil service employees, and retired.

c. State Education Agency Officials - The demographic characteristics of the 30 state education agency officials responding to the survey were somewhat different than those of either the superintendents or the school board presidents. Of those responding approximately 62% indicated they were male and 38% indicated they were female. In terms of ethnic background, 71% indicated they were Anglo, approximately 11% indicated they were Black and approximately 18% indicated they were Hispanic.

In terms of their representation among states in the region, Texas was somewhat under-represented and the state of Mississippi somewhat over-represented. The demographic characteristics of those responding to this survey are shown in Table 6. Of those responding, 30% indicated they were from Texas, 17% were from Oklahoma, another 17% from Mississippi, 13% from New Mexico, 13% from Louisiana, and 10% were from Arkansas.

The state education agency officials responding to this survey indicated that their training background was primarily in educational administration (57%), while 17% indicated their training was in secondary education, another 13% indicated their training was in curriculum and instruction, and 10% indicated their training was in special education. Another 7% indicated their training background was in elementary education, while only 3% indicated their training was in early childhood education.

They had a somewhat higher educational level than either the superintendents or school board presidents. Of those responding to the survey, approximately 48% indicated they had a masters degree plus additional hours, and an additional 41% indicated they had earned a Ph.D. Another 7% indicated they had a specialists degree, and only 3% indicated their highest educational level was a bachelors degree plus additional hours.

There were also differences between state education agency officials and both the superintendents and school board presidents in terms of their experience in the field of education. In terms of teaching, almost 29% indicated they had more than 20 years of teaching experience, and another 21% indicated they had more than 15 years of teaching experience. In addition, 11% indicated they had from 0-4 years teaching experience, 21% indicated they had from 5-9 years, and 18% indicated they had from 10-14 years.

In addition, this group also indicated they had extensive administrative experience. The largest group indicated they had from 10-14 years of administrative experience (34.5%), while almost 28% had from 15-19 years, and about 14% indicated they had more than 20 years of administrative experience. Another 3% indicated they had from 0-4 years of experience with 21% indicating they had from 5-9 years of administrative experience. As a group, they indicated being employed at their respective state education agencies an average of 10.74 years.

2. Responses to Statements About Parent Involvement (Part I)

Part I of the survey consisted of 20 statements of attitudes toward parent involvement.

a. Superintendents' Responses - Using a 4-point scale (1 = strongly disagree to 4 = strongly agree), the mean response for superintendents across all 20 items was 2.61, or slightly above the mid-point of the scale (2.50), indicating a slightly

TABLE 6
CHARACTERISTICS OF RESPONDING SEA OFFICIALS
N = 30

Biographical Item	Frequency of Response	Percent of Those Responding
1. State of Residence		
a. Arkansas	3	10.0
b. Louisiana	4	13.3
c. Mississippi	5	16.7
d. New Mexico	4	13.3
e. Oklahoma	5	16.7
f. Texas	9	30.0
2. Gender		
a. Female	11	37.9
b. Male	18	62.1
3. Ethnic Background		
a. Anglo	20	71.4
b. Black	3	10.7
c. Hispanic	5	17.9
4. Education Level		
a. BA plus hours	1	3.4
b. MA plus hours	14	48.3
c. Specialist	2	6.9
d. Ph.D.	12	41.4
5. Training Background		
a. Special Education	3	10.0
b. Elementary Education	2	6.7
c. Early Childhood	1	3.3
d. Curriculum and Instruction	4	13.3
e. Educational Administration	17	56.7
f. Secondary Education	5	16.7
g. Other	1	3.3

Biographical Item	Frequency of Response	Percent of Those Responding
6. Years Experience Teaching		
a. 0 to 4 years	3	10.7
b. 5 to 9 years	6	21.4
c. 10 to 14 years	5	17.9
d. 15 to 19 years	6	21.4
e. more than 20 years	8	28.6
7. Years of Administrative Experience		
a. 0 to 4 years	1	3.4
b. 5 to 9 years	6	20.7
c. 10 to 14 years	10	34.5
d. 15 to 19 years	8	27.6
e. more than 20 years	4	13.8
8. Years Employed at State Education Agency ($x = 10.74$)		

positive response tendency on these items. Their responses to these 20 items are shown in Table 7.

Superintendents agreed most strongly with statements that teachers should provide parents with ideas about helping their children with homework (x = 3.50); teachers should consider working with parents as part of their jobs (x = 3.41); that teachers should be allowed to participate in curriculum and instruction decisions at their school (x = 3.38); that principals should provide teachers with suggestions for working with parents (x = 3.35); and that parents need to be trained before involvement in school decision making (x = 3.08).

In contrast, they disagreed most strongly with statements that parents should be involved in school administrative decisions (x = 1.41); that parents should be involved in performance evaluation of teachers (x = 1.57); that parent involvement should only take place through organizations like the PTA (x = 1.68); that parent involvement has little effect on children's academic success (x = 1.70); and that parents should be involved in the performance evaluation of principals (x = 1.71). Superintendents' responses to these 20 items are shown in descending rank order in Table 8.

b. School Board Presidents' Responses - As shown in Table 9, the pattern of responses for school board presidents to the same 20 statements was similar to that of superintendents. Their mean response per item ranged from 2.22 to 3.23, producing a mean response of 2.67 across all items in this section of the questionnaire. This is quite similar to the overall response mean of 2.61 for superintendents.

The school board presidents' responses to these items are shown in descending rank order in Table 10. They agreed most strongly with the statements: that teachers should provide parents with ideas about helping chidren with homework (x = 3.47); that teachers should consider working with parents as part of their jobs (x = 3.32); that principals shoud provide teachers with suggestions for working with parents (x = 3.29); and that teachers should be allowed to participate in curriculum and instruction decisions in their schools (x = 3.32). However, their next highest response was strong agreement with the statement that parents should take the initiative for getting involved in the schools (x = 3.11).

On the low end of the scale, school board presidents disagreed most strongly with the same items as did the superintendents in this survey. They disagreed most with statements that parents should be involved in school administrative decisions (x = 1.43); that parents should be involved in performance evaluation of teachers (x = 1.66); that parent involvement should only take

TABLE 7
LOCAL SUPERINTENDENTS' LEVEL OF AGREEMENT WITH STATEMENTS ABOUT PARENT INVOLVEMENT IN THE SCHOOLS*

	STATEMENTS	MEAN RATING
1.	Teachers should provide parents with ideas about helping children with school work at home.	3.50
2.	Parent involvement should take place only through parent organizations like the PTA.	1.68
3.	Principals should provide teachers with suggestions for working with parents.	3.35
4.	Teachers should consider working with parents as part of their jobs.	3.41
5.	Teachers should be allowed to participate in decisions related to curriculum and instruction at their schools.	3.38
6.	Parents should be involved in the job performance evaluation of principals.	1.71
7.	Teachers should be responsible for getting parents involved in the schools.	2.62
8.	Parents should be involved in school administrative decisions such as teacher selection, equipment purchases teacher assignments, etc.	1.41
9.	Parents should be involved in the job performance evaluation of teachers.	1.57
10.	Parents should take the initiative for getting involved in the schools.	2.92
11.	Parents should focus on assisting their schools by volunteering time for school projects such as school plays, open houses, bake sales, etc.	3.01
12.	Principals should take the initiative to get parents involved in the schools.	3.03

*Using a 4-point scale where 1 = Strongly Disagree, 2 = Disagree, 3 = Agree, and 4 = Strongly Agree.

STATEMENTS	MEAN RATING
13. Parents should focus their involvement on helping their own children with school assignments at home.	2.94
14. The professional training of teachers should be expanded to include courses on working with parents.	3.01
15. State Departments of Education should suggest guidelines for parent involvement at the district level.	2.50
16. Parent involvement in schools probably has little effects on children's academic success.	1.70
17. Parents should have the final say in educational decisions directly affecting their own children.	2.03
18. Parents should be involved in school curriculum and instruction decisions such as setting educational goals, setting teaching materials, setting grade standards, etc.	2.32
19. School districts should provide guidelines to help teachers and principals involve parents in the schools.	3.03
20. Parents need to be trained before involvement in school decision making.	3.08

TABLE 8
SUPERINTENDENTS' LEVEL OF AGREEMENT WITH STATEMENTS ABOUT PARENT INVOLVEMENT IN THE SCHOOLS*
(RANK ORDER)

RANK	STATEMENTS	MEAN RATING**
1	Teachers should provide parents with ideas about helping children with school work at home.	3.50
2	Teachers should consider working with parents as part of their jobs.	3.41
3	Teachers should be allowed to participate in decisions related to curriculum and instruction at their schools.	3.38
4	Principals should provide teachers with suggestions for working with parents.	3.35
5	Parents need to be trained before involvement in school decision making.	3.08
6	Principals should take the initiative to get parents involved in the schools.	3.03
	School districts should provide guidelines to help teachers and principals involve parents in the schools.	3.03
7	Parents should focus on assisting their schools by volunteering time for school projects such as school plays, open houses, bake sales, etc.	3.01
	The professional training of teachers should be expanded to include courses on working with parents.	3.01
8	Parents should focus their involvement on helping their own children with school assignments at home.	2.94
9	Parents should take the initiative for getting involved in the schools.	2.92
10	Teachers should be responsible for getting parents involved in the schools.	2.62

*Using a 4-point scale where 1 = Strongly Disagree, 2 = Disagree, 3 = Agree, 4 = Strongly Agree.

**Mean rating across all statements was 2.61.

RANK	STATEMENTS	MEAN RATING
11	State Departments of Education should suggest guidelines for parent involvement at the district level.	2.50
12	Parents should be involved in school curriculum and instruction decisions such as setting educational goals, selecting teaching materials, setting grade standards, etc.	2.32
13	Parents should have the final say in educational decisions directly affecting their own children.	2.03
14	Parents should be involved in the job performance evaluation of principals.	1.71
15	Parent involvement in schools probably has little effect on children's academic success.	1.70
16	Parent involvement should take place only through parent organizations like the PTA.	1.68
17	Parents should be involved in the job performance evaluation of teachers.	1.57
18	Parents should be involved in school administrative decisions such as teacher selection, equipment purchases, teacher assignments, etc.	1.41

TABLE 9

SCHOOL BOARD PRESIDENTS' LEVEL OF AGREEMENT WITH STATEMENTS ABOUT PARENT INVOLVEMENT IN THE SCHOOLS*

STATEMENTS	MEAN RATING
1. Teachers should provide parents with ideas about helping children with school work at home.	3.47
2. Parent involvement should take place only through parent organizations like the PTA.	1.67
3. Principals should provide teachers with suggestions for working with parents.	3.29
4. Teachers should consider working with parents as part of their jobs.	3.32
5. Teachers should be allowed to participate in decisions related to curriculum and instruction at their schools.	3.23
6. Parents should be involved in the job performance evaluation of principals.	1.77
7. Teachers should be responsible for getting parents involved in the schools.	2.45
8. Parents should be involved in school administrative decisions such as teacher selection, equipment purchases, teacher assignments, etc.	1.43
9. Parents should be involved in the job performance evaluation of teachers.	1.66
10. Parents should take the initiative for getting involved in the schools.	3.11
11. Parents should focus on assisting their schools by volunteering time for school projects such as school plays, open houses, bake sales, etc.	3.10
12. Principals should take the initiative to get parents involved in the schools.	2.86

*Using a 4-point scale where 1 = Strongly Disagree, 2 = Disagree, 3 Agree, and 4 = Strongly Agree.

STATEMENTS	MEAN RATING
13. Parents should focus their involvement on helping their own children with school assignments at home.	2.97
14. The professional training of teachers should be expanded to include courses on working with parents.	2.93
15. State Departments of Education should suggest guidelines for parent involvement at the district level.	2.35
16. Parent involvement in schools probably has little effect on children's academic success.	1.68
17. Parents should have the final say in educational decisions directly affecting their own children.	2.03
18. Parents should be involved in school curriculum and instruction decisions such as setting educational goals, selecting teaching materials, setting grade standards, etc.	2.07
19. School districts should provide guidelines to help teachers and principals involve parents in the schools.	2.93
20. Parents need to be trained before involvement in school decision making.	2.96

TABLE 10
SCHOOL BOARD PRESIDENTS' LEVEL OF AGREEMENT WITH STATEMENTS ABOUT PARENT INVOLVEMENT IN THE SCHOOLS*
(RANK ORDER)

RANK	STATEMENTS	MEAN RATING**
1	Teachers should provide parents with ideas about helping children with school work at home.	3.47
2	Teachers should consider working with parents as part of their jobs.	3.32
3	Principals should provide teachers with suggestions for working with parents.	3.29
4	Teachers should be allowed to participate in decisions related to curriculum and instruction at their schools.	3.32
5	Parents should take the initiative for getting involved in the schools.	3.11
6	Parents should focus on assisting their schools by volunteering time for school projects such as school plays, open houses, bake sales, etc.	3.10
7	Parents should focus their involvement on helping their own children with school assisgnments at home.	2.97
8	Parents need to be trained before involvement in school decision making.	2.96
9	The professional training of teachers should be expanded to include courses on working with parents.	2.93
	School districts should provide guidelines to help teachers and principals involve parents in the schools.	2.93
10	Principals should take the initiative to get parents involved in the schools.	2.86

*Using a 4-point scale where 1 = Strongly Disagree, 2 = Disagree, 3 = Agree, and 5 = Strongly Agree.
**Mean rating across all statements was 2.56.

RANK	STATEMENTS	MEAN RATING
11	Teachers should be responsible for getting parents involved in the schools.	2.45
12	State Departments of Education should suggest guidelines for parent involvement at the district level.	2.35
13	Parents should be involved in school curriculum and instruction decisions such as setting educational goals, selecting teaching materials, setting grade standards, etc.	2.07
14	Parents should have the final say in educational decisions directly affecting their own children.	2.03
15	Parents should be involved in the job performance evaluation of principals.	1.77
16	Parent involvement in schools probably has little effect on children's academic success.	1.68
17	Parent involvement should take place only through parent organizations like the PTA.	1.67
18	Parents should be involved in the job performance evaluation of teachers.	1.66
19	Parents should be involved in school administrative decisions such as teacher seletion, equipment purchases, teacher assignments, etc.	1.43

place through organizations like the PTA (x = 1.67); that parent involvement has little effect on children's academic success (x = 1.68); and that parents should be involved in the performance evaluation of principals (x = 1.77).

c. State Education Agency Officials' Responses - In responding to the same 20 items, state education agency officials in this survey tended to give both higher and lower ratings to more of the items. Their mean response per item ranged from a low of 1.43 (strong disagreement) to a high of 3.77 (strong agreement). Their mean response across all items was 2.72 indicating a somewhat more positive response tendency for items in this section of the survey. Their responses are shown in Table 11.

Like superintendents and school board presidents, state education agency officials agreed most strongly that teachers should be allowed to participate in curriculum and instruction decisions in their schools (x = 3.77); that teachers should provide parents with ideas about helping children with homework (x = 3.60); that principals should provide teachers with suggestions for working with parents (x = 3.57); and that teachers should consider working with parents as part of their jobs (x = 3.47). However, their responses differed from those of the other two groups in that their next highest rating of agreement was with the statement that school districts should provide guidelines to help teachers and principals involve parents in the schools (x = 3.33).State agency officials' responses are shown in rank order in Table 12.

Those items receiving the lowest rating from state education agency officials were the same as the items for the other two groups. They disagreed with statements that parent involvement has little effect on children's academic success (x = 1.43); that parents should be involved in administrative decisions (x = 1.43); that parent involvement should be limited to organizations such as the PTA (x = 1.53); that parents should be involved in performance evaluation of teachers (x = 1.60); and that parents should be involved in performance evaluation of principals (1.90).

In summary, the comparison among the 3 groups in this survey generally indicated a high level agreement about attitudes toward various types of parent involvement. Superintendents felt more strongly than the other two groups that parents needed training if they were going to participate in school decision making. The school board members felt more strongly that parents should take the initiative in getting involved in the schools, while the state education agency officials felt more strongly that school districts should provide guidelines for both teachers and principals to help them involve parents in the schools. However, the general pattern was a high level of agreement among the 3 groups surveyed in their responses to the items in Section 1.

TABLE 11
EDUCATION AGENCY OFFICIALS' LEVEL OF AGREEMENT WITH STATEMENTS ABOUT PARENT INVOLVEMENT IN THE SCHOOLS*

STATEMENTS	MEAN RATING
1. Teachers should provide parent with ideas about helping children with school work at home.	3.60
2. Parent involvement should take place only through parent organizations like the PTA.	1.53
3. Principals should provide teachers with suggestions for working with parents.	3.57
4. Teachers should consider working with parents as part of their jobs.	3.47
5. Teachers should be allowed to participate in decisions related to curriculum and instruction at their schools.	3.77
6. Parents should be involved in the job performance evaluation of principals.n working with parents.	1.90
7. Teachers should be responsible for getting parents involved in the schools.	2.70
8. Parents should be involved in school administrative decisions such as teacher selection, equipment purchases, teacher assignments, etc.	1.43
9. Parents should be involved in the job performance evaluation of teachers.	1.60
10. Parents should take the initiative for getting involved in the schools.	2.93
11. Parents should focus on assisting their schools by volunteering time for school projects such as school plays, open houses, bake sales, etc.	2.97
12. Principals should take the initiative to get parents involved in the schools.	3.20

*Using a 4-point scale where 1 = Strongly Disagree, 2 = Disagree, 3 = Agree, and 4 = Strongly Agree.

	STATEMENTS	MEAN RATING
13.	Parents should focus their involvement on helping their own children with school assignments at home.	2.73
14.	The professional training of teachers should be expanded to include courses on working with parents.	3.23
15.	State Departments of Education should suggest guidelines for parent involvement at the district level.	2.72
16.	Parent involvement in schools probably has little effect on children's academic success.	1.43
17.	Parents should have the final say in educational decisions directly affecting their own children.	2.50
18.	Parents should be involved in school curriculum and instruction decisions such as setting educational goals, selecting teaching materials, setting grade standards, etc.	2.70
19.	School districts should provide guidelines to help teachers and principals involve parents in the schools.	3.33
20.	Parents need to be trained before involvement in school decision making.	3.03

TABLE 12
EDUCATION AGENCY PERSONNELS' LEVEL OF AGREEMENT WITH STATEMENTS ABOUT PARENT INVOLVEMENT IN THE SCHOOLS*
(RANK ORDER)

RANK	STATEMENTS	MEAN RATING**
1	Teachers should be allowed to participate in decisions related to curriculum and instruction at their schools.	3.77
2	Teachers should provide parents with ideas about helping children with school work at home.	3.60
3	Principals should provide teachers with suggestions for working with parents.	3.57
4	Teachers should consider working with parents as part of their jobs.	3.47
5	School districts should provide guidelines to help teachers and principals involve parents in the schools.	3.33
6	The professional training of teachers should be expanded to include courses on working with parents.	3.23
7	Principals should take the initiative to get parents involved in the schools.	3.20
8	Parents need to be trained before involvement in school decision making.	3.03
9	Parents should focus on assisting their schools by volunteering time for school projects such as school plays, open houses, bake sales, etc.	2.97
10	Parents should take the initiative for getting involved in the schools.	2.93
11	Parents should focus their involvement on helping their own children with school assignments at home.	2.73

*Using a 4-point scale where 1 = Strongly Disagree, 2 = Disagree, 3 = Agree, and 4 = Strongly Agree.

**The mean rating across all statements was 2.72.

RANK	STATEMENTS	MEAN RATING
12	State Departments of Education should suggest guidelines for parent involvement at the district level.	2.72
13	Teachers should be responsible for getting parents involved in the schools.	2.70
	Parents should be involved in school curriculum and instruction decisions such as setting educational goals, selecting teaching materials, setting grade standards, etc.	2.70
14	Parents should have the final say in educational decisions directly affecting their own children.	2.50
15	Parents should be involved in the job performance evaluation of principals.	1.90
16	Parents should be involved in the job performance evaluation of teachers.	1.60
17	Parent involvement should take place only through parent organizations like the PTA.	1.53
18	Parents should be involved in school administrative decisions such as teacher selection, equipment purchases, teacher assignments, etc.	1.43
	Parent involvement in schools probably has little effect on children's academic success.	1.43

3. Parent Involvement in Specific School Decisions (Part II)

Part Two of the survey instrument presented 11 school decisions, 3 of which focused on the individual child, 4 focused on curriculum and instruction issues, and 4 focused on administrative issues. Respondents were asked to indicate how useful they thought parent involvement would be in each of the 11 decisions, using a 5-point rating scale where 1 = not useful, 3 = neutral and 5 = very useful.

a. Responses of Superintendents - Superintendents gave parent involvement in these decisions ratings from 1.20 (not useful) to 2.95 (neutral). Their mean response across all 11 decisions (2.70) was below the mid-point of the rating scale (3.0), which indicates a slightly negative response tendency for this part of the survey. Their responses to each item are shown in Table 13.

In general, superintendents felt parent involvement would be most useful in those decisions affecting the parents' own children, although their highest rating was 2.95, which is slightly less than neutral. They indicated that parent involvement would be more useful in decisions such as placing their own child in special programs (x = 2.95), evaluating how well their own children were learning (x = 2.86), and participating in disciplinary proceedings involving their child (x = 2.86). The responses of superintendents to this part of the survey are shown in rank order in Table 14.

Superintendents generally indicated they thought parent involvement would be even less useful in those decisions which were related to curriculum and instruction. They indicated that parent involvement would only be somewhat useful in decisions about how much homework should be assigned (x = 2.43), how much emphasis to give multicultural education, bilingual education or basic skills (x = 2.28), about classroom discipline methods (x = 2.17), and about selecting teaching materials such as textbooks, workbooks, or films (x = 1.86).

Their ratings of the value of parent involvement in administrative decisions were generally lower than all the rest. Although they indicated parent involvement in determining priorities for the school budget was less than "somewhat useful" (x = 1.87), they indicated parent involvment in hiring or firing teachers or principals would not be useful at all (x = 1.20).

b. Responses of School Board Presidents - School board presidents rated parent involvement in these decisions in much the same way as did the superintendents. Their ratings ranged from a low of 1.25 to a high of 2.86, with a mean response across all items of only 2.16. Their responses to each item are shown in Table 15.

TABLE 13
LOCAL SUPERINTENDENTS' RATINGS OF HOW USEFUL IT WOULD BE TO INVOLVE PARENTS IN SELECTED SCHOOL DECISIONS*

	DECISIONS	MEAN RATING
1.	Determining the amount of homework assigned to pupils.	2.43
2.	Choosing classroom discipline methods.	2.17
3.	Selecting teaching materials such as textbooks, workbooks, films, etc.	1.86
4.	Placing their own child in any special program such as programs for gifted children, special education programs for children with learning disabilities, etc.	2.95
5.	Evaluating how well their own children are learning.	2.86
6.	Hiring principal and teachers.	1.20
7.	Determining priorities for the school budget.	1.87
8.	Planning for school desegregation.	2.79
9.	Deciding how much emphasis should be placed on curriculum content such as multicultural education, bilingual education, basic skills education, etc.	2.28
10.	Firing principal and teachers.	1.20
11.	Participating in discipline decisions involving their own child.	2.86

ing a 5-point scale where 1 = Not Useful, 2 = Somewhat Useful, 3 = utral, 4 = Useful, and 5 = Very Useful.

TABLE 14
SCHOOL BOARD PRESIDENTS' RATINGS OF HOW USEFUL IT WOULD BE TO INVOLVE PARENTS IN SELECTED SCHOOL DECISIONS*

DECISIONS	MEAN RATING
1. Determining the amount of homework assigned to pupils.	2.28
2. Choosing classroom discipline methods.	2.26
3. Selecting teaching materials such as textbooks, workbooks, films, etc.	1.86
4. Placing their own child in any special program such as programs for gifted children, special education programs for children with learning disabilities, etc.	2.78
5. Evaluating how well their own children are learning.	2.86
6. Hiring principal and teachers.	1.28
7. Determining priorities for the school budget.	1.76
8. Planning for school desegregation.	2.45
9. Deciding how much emphasis should be placed on curriculum content such as multicultural education, bilingual education, basic skills education, etc.	2.18
10. Firing principal and teachers.	1.25
11. Participating in discipline decisions involving their own child.	2.76

*Using a 5-point scale where 1 = Not Useful, 2 = Somewhat Useful, 3 = Neutral, 4 = Useful, and 5 = Very Useful.

TABLE 15
SCHOOL BOARD PRESIDENTS' RATINGS OF HOW USEFUL IT WOULD BE TO INVOLVE PARENTS IN SELECTED SCHOOL DECISIONS*

	DECISIONS	MEAN RATING
1.	Determining the amount of homework assigned to pupils.	2.28
2.	Choosing classroom discipline methods.	2.26
3.	Selecting teaching materials such as textbooks, workbooks, films, etc.	1.86
4.	Placing their own child in any special program such as programs for gifted children, special education programs for children with learning	2.78
5.	Evaluating how well their own children are learning.	2.86
6.	Hiring principal and teachers.	1.28
7.	Determining priorities for the school budget.	1.76
8.	Planning for school desegregation.	2.45
9.	Deciding how much emphasis should be placed on curriculum content such as multicultural education, bilingual education, basic skills education, etc.	2.18
10.	Firing principal and teachers.	1.25
11.	Participating in discipline decisions involving their own child.	2.76

*Using a 5-point scale where 1 = Not Useful, 2 = Somewhat Useful, 3 = Neutral, 4 = Useful, and 5 = Very Useful.

Again, the most favorable ratings were given to parent involvement in decisions affecting the parents' own children (see Table 16. They indicated parent involvement would be "somewhat useful" in evaluating their own children's learning (x = 2.86), in placing their own children in special programs (x = 2.78), and in disciplinary proceedings affecting their own child (x = 2.76).

The ratings for parent involvement in curriculum and instruction decisions ranged from somewhat useful to not useful, with the highest rating going to involvement in determining the amount of homework to be assigned (x = 2.28), followed by involvement in choosing classroom discipline methods (x = 2.26), involvement in deciding how much emphasis should be placed on multicultural education, bilingual education and basic skills (x = 2.18), and involvement in selecting teaching materials such as textbooks, workbooks, or films (x = 1.86).

School board presidents felt parent involvement would be least useful in determining priorities for the school budget (x = 1.76), hiring principals and teachers (x = 1.28), and firing principals and teachers (x = 1.25).

c. Responses of State Education Agency Officials - In general, the state education agency officials gave higher ratings to parent involvement in the various decisions than did either superintendents or school board presidents. As shown in Table 17, their responses ranged from 1.50 (not useful) to 3.83 (useful). Using the same 5-point rating scale, their mean response across all 11 items was 2.97 or almost mid-point of the scale. This indicates a balanced response tendency for the items in this part of the survey.

They rated as most useful parent involvement in the community decision of planning for school desegregation (x = 3.83), but they also gave relatively high ratings to participating in disciplinary proceedings affecting their own children (x = 3.63), placing their own children in special school programs (x = 3.53), determining how much homework should be assigned (x = 3.40) and evaluating how well their own children are learning (x = 3.07). Their responses to these items are shown in rank order in Table 18.

They gave somewhat lower ratings to parent involvement in choosing classroom discipline methods (x = 2.97), deciding how much emphasis should be placed on multicultural, bilingual and basic skills education (x = 2.83), and selecting teaching materials such as textbooks, workbooks, and films (x = 2.00).

Although they gave parent involvement in budget decisions a rating of 2.73, they also gave their lowest rating to parent involvement in firing principals and teachers (x = 1.57) and in

TABLE 16

SCHOOL BOARD PRESIDENTS' RATINGS OF HOW USEFUL IT WOULD BE TO INVOLVE PARENTS IN SELECTED SCHOOL DECISIONS*

(RANK ORDER)

RANK	DECISIONS	MEAN RATING
1	Evaluating how well their own children are learning.	2.86
2	Placing their own child in any special program such as programs for gifted children, special education programs for children with learning disabilities, etc.	2.78
3	Participating in discipline decisions involving their own child.	2.76
4	Planning for school desegregation.	2.45
5	Determining the amount of homework assigned to pupils.	2.28
6	Choosing classroom discipline methods.	2.26
7	Deciding how much emphasis should be placed on curriculum content such as multicultural education, bilingual education, basic skills education, etc.	2.18
8	Selecting teaching materials such as textbooks, workbooks, films, etc.	1.86
9	Determining priorities for the school budget.	1.76
10	Hiring principal and teachers.	1.28
11	Firing principal and teachers.	1.25

*Using a 5-point scale where 1 = Not Useful, 2 = Somewhat Useful, 3 Neutral, 4 = Useful, and 5 = Very Useful.

**Mean rating across all decisions was 2.16.

TABLE 17

STATE EDUCATION AGENCY OFFICIALS' RATINGS OF HOW USEFUL IT WOULD BE TO INVOLVE PARENTS IN SELECTED SCHOOL DECISIONS*

	DECISIONS	MEAN RATING
1.	Determining the amount of homework assigned to pupils.	3.40
2.	Choosing classroom discipline methods.	2.97
3.	Selecting teaching materials such as textbooks, workbooks, films, etc.	2.00
4.	Placing their own child in any special program such as programs for gifted children, special education programs for children with learning disabilities, etc.	3.53
5.	Evaluating how well their own children are learning.	3.07
6.	Hiring principal and teachers.	1.50
7.	Determining priorities for the school budget.	2.73
8.	Planning for school desegregation.	3.83
9.	Deciding how much emphasis should be placed on curriculum content such as multicultural education bilingual education, basic skills education, etc.	2.83
10.	Firing principal and teachers.	1.57
11.	Participating in discipline decisions involving their own child.	3.63

---

*Using a 5-point scale where 1 = Not Useful, 2 = Somewhat Useful, 3 Neutral, 4 = Useful, and 5 = Very Useful.

TABLE 18

STATE EDUCATION AGENCY OFFICIALS' RATINGS OF HOW USEFUL IT WOULD BE TO INVOLVE PARENTS IN SELECTED SCHOOL DECISIONS*

(RANK ORDER)

RANK	DECISIONS	MEAN RATING**
1	Planning for school desegregation.	3.83
2	Participating in discipline decisions involving their own child.	3.63
3	Placing their own child in any special program such as programs for gifted children, special education programs for children with learning disabilities, etc.	3.53
4	Determining the amount of homework assigned to pupils.	3.40
5	Evaluating how well their own children are learning.	3.07
6	Choosing classroom discipline methods.	2.97
7	Deciding how much emphasis should be placed on curriculum content such as multicultural education, bilingual education, basic skills education, etc.	2.83
8	Determining priorities for the school budget.	2.73
9	Selecting teaching materials such as textbooks, workbooks, films, etc.	2.00
10	Firing principal and teachers.	1.57
11	Hiring principal and teachers.	1.50

*Using a 5-point scale where 1 = Not Useful, 2 = Somewhat Useful, 3 = Neutral, 4 = Useful, 5 = Very Useful.
**The mean rating across all decisions was 2.79.

hiring principals and teachers (x = 1.50).

4. Roles for Parents in the Schools (Part III)

In Part Three of the survey, respondents were given 7 parent involvement roles and asked for their opinion about which of these roles might be most important for effective schools. They rated the importance of each role using a 5-point rating scale which ranged from 1 = (Not Important) to 5 = (Very Important).

a. Responses of the Superintendents - The mean response for all roles by the superintendents was 3.46, which is slightly above 3.00, the mid-point of the 5-point scale. This indicates a slightly positive response tendency to these items. The responses of superintendents to the seven items are shown in Table 19.

The superintendents in the survey indicated that the parent involvement role of Audience was most important in effective schools (x = 4.34). Their responses are shown in rank order in Table 19. The second most important role for effective schools was to have parents as Home Tutors (x = 4.16), and the third most important role for parents was that of School Program Supporter (x = 3.78). These three roles are the traditional roles which parents have played in the schools. The responses of the superintendents suggest they think parent involvement in these traditional roles is most important in order to have more effective schools.

The other four parent involvement roles were seen as somewhat less important by the superintendents in this survey. The role of Decision Maker received a mean rating of 3.15 or "important" on the rating scale, the role of parent Advocate received a mean rating of 2.99, the role of parents as Paid School Staff received a mean rating of 2.95, and the role of parents as Co-learners in inservice workshops received the lowest mean rating of 2.87.

b. Responses of School Board Presidents - The mean response for school board presidents across the seven roles was 3.53, very similar to the mean response of 3.46 for superintendents. School board presidents generally agreed that traditional parent involvement roles were most important for effective schools. They gave the parent involvement role of Audience their highest rating (x = 4.46), the parent role of Home Tutor is next most important (x = 4.27), and the role of School Program Supporter (x = 3.97). The school board presidents also gave somewhat lower ratings to the remaining four roles although the order of these roles was somewhat different. They gave the role of Parent Advocate a rating of 3.17, the role of school Decision Maker a 3.14, the role of Co-learner as 2.86 and they gave the lowest rating to the role of parents as Paid School Staff (2.85). Their ratings of the parent involvement roles are shown in rank

TABLE 19
SUPERINTENDENTS' RATINGS OF THE IMPORTANCE OF SEVEN SPECIFIC PARENT INVOLVEMENT ROLES*
(RANK ORDER)

RANK	ROLES	MEAN RATING**
1	Audience - supporting their child as a member of the school community by attending school performances, baking for bake sales, responding to messages and announcements from school.	4.34
2	Home Tutor - helping their own children at home master school work or other educational materials.	4.16
3	School Program Supporter - coming to the school to assist in activities such as being a classroom volunteer, chaperoning a field trip or party, organizing fund raising school activity, etc.	3.78
4	Decision-Maker - participating in school decisions by serving on an advisory board, and/or a governing board.	3.15
5	Advocate - making proposals (individually or through an organization) aimed at changing existing policies or practices in the school or in the school system; or voicing opinions on educational need, concerns and issues.	2.99
6	Paid School Staff - working in the school as an aide, parent educator, assistant teacher, assistant librarian or other assisting role.	2.95
7	Co-Learner - attending inservice workshops with teachers and principals to learn about teaching methods, child development, or related topic.	2.87

*Using a scale from 1 to 5 where 1 = Not Important and 5 = Very Important.

**Mean rating across all roles as 3.46.

order in Table 20.

c. Responses of State Education Agency Officials - The mean rating for state education agency officials across all seven roles was 3.95, higher than the mean rating of either the superintendents or the school board presidents. They agreed with the other two groups that the role of parents as Audience and parents as Home Tutor were important for effective schools.

They gave the role of Audience a rating of 4.41 and the role of parents as Home Tutors a rating of 4.34 (see Table 21). However, the state education agency officials indicated that the role of parents as Decision Maker was the next most important role for effective schools ($x = 4.14$). This rating is quite different than that of the superintendents or school board presidents.

The state education agency officials gave the role of School Program Supporter a somewhat lower rating than the role of parents as Decision Makers (3.97). They gave their lowest ratings to the role of parents as Advocates (3.86), parents as co-learners (3.59), and parents as Paid School Staff (3.48). In addition to giving the role of parents as Decision Makers a higher rating than did either the superintendents and school board presidents, the state education agency officials generally gave higher importance ratings to all of the seven parent involvement roles than did the other two groups surveyed. This pattern of response suggests they generally see parent involvement in a variety of roles as more important for effective schools.

5. Description of Parent Involvement Activities Offered in the Schools (Part IV)

Part Four of the survey consisted of twenty descriptions of specific parent involvement activities in the schools. Both the superintendents and the school board presidents were asked to look at the list of specific activities and to estimate the proportion of elementary schools in their district which offered each activity. They were asked to rate each of the items using a 4-point scale in which 1 indicated the parent activities offered in no schools, 2 indicated activities offered in few schools, 3 indicated they took place in most schools, and 4 indicated they took place in all schools.

a. Responses of Superintendents - Superintendents' responses to these 20 items are shown in Table 22. They indicated that getting parents to attend school activities such as open house was the most widespread activity. Of the superintendents responding, approximately 83% indicated that this type of parent involvement activity was offered in all schools, while another 14% indicated that it was offered in most schools. The second most widespread parent involvement activity was getting parents to

TABLE 20
SCHOOL BOARD PRESIDENTS' RATINGS OF THE IMPORTANCE OF SEVEN SPECIFIC PARENT INVOLVEMENT ROLES*
(RANK ORDER)

RANK	ROLES	MEAN RATING**
1	Audience - supporting their child as a member of the school community by attending school performances,baking for bake sales, responding to messages and announcements from school.	4.46
2	Home Tutor - helping their own children at home to master school work or other educational materials.	4.26
3	School Program Supporter - coming to the school to assist in activities such as being a classroom volunteer, chaperoning a field trip or party, organizing fund-raising school activity, etc.	3.97
4	Advocate - making proposals (individually or through an organization) aimed at changing existing policies or practices in the school or in the school system; or voicing opinions on educational need, concerns and issues.	3.17
5	Decision-Maker - participating in school decisions by serving on an advisory board, a school committee, and/or a governing board.	3.14
6	Co-Learner - attending inservice workshops with teachers and principals to learn about teaching methods child development, or related topics.	2.86
7	Paid School Staff - working in the school as an aide, parent educator, assistant teacher, assistant librarian, or other assisting role.	2.85

---

*Using a scale from 1 to 5 where 1 = Not Important and 5 = Very Important.

**Mean rating across all roles was 3.53.

TABLE 21
SEA OFFICIALS' RATINGS OF THE IMPORTANCE OF SEVEN SPECIFIC PARENT INVOLVEMENT ROLES*
(RANK ORDER)

RANK	ROLES	MEAN RATING**
1	Audience - supporting their child as a member of the school community by attending school performances, baking for bake sales, responding to messages and announcements from school.	4.41
2	Home Tutor - helping their own children at home master school work or other educational materials.	4.34
3	Decision-Maker - participating in school decisions by serving on an advisory board, a school committee and/or a governing board.	4.14
4	School Program Supporter - coming to the school to assist in activities such as being a classroom volunteer, chaperoning a field trip or party, organizing fund-raising school activity, etc.	3.97
5	Advocate - making proposals (individually or through an organization) aimed at changing existing policies or practices in the school or in the school system; or voicing opinions on educational need, concerns and issues.	3.86
6	Co-Learner - attending inservice workshops with teachers and principals to learn about teaching methods, child development, or related topics.	3.59
7	Paid School Staff - working in the school as an aide, parent educator, assistant teacher, assistant librarian, or other assisting role.	3.48

---

*Using a scale ~om 1 to 5 where 1 = Not Important and 5 = Very Important.

**The mean rating across all roles was 3.95.

TABLE 22
SUPERINTENDENTS' RATINGS OF THE EXTENT TO WHICH SPECIFIC PARENT INVOLVEMENT ACTIVITIES ARE OFFERED IN SCHOOLS IN THEIR DISTRICTS

ACTIVITIES	Offered in No Schools	Offered in Few Schools	Offered in Most Schools	Offered in All Schools
1. Getting parents involved in fund-raising for school activities.	12.1%	16.2%	29.5%	41.5%
2. Getting parent participation in the evaluation of school staff.	90.3%	7.6%	.8%	1.4%
3. Getting parents to attend parent/teacher conferences regarding their children.	2.0%	7.3%	23.7%	67.0%
4. Getting parent participation in the evaluation of their children's classroom performance.	56.5%	21.6%	9.6%	12.2%
5. Getting parents to chaperone for school activities.	3.6%	14.4%	29.0%	52.9%
6. Getting parents to participate in the hiring/firing of school staff.	97.6%	1.9%	.3%	.3%
7. Getting parents to attend school activities such as "open house," or special programs.	.5%	2.6%	14.2%	82.7%
8. Getting parents to participate in school budget decisions.	82.0%	9.6%	2.3%	6.0%
9. Getting parents to assist their children with school assignments at home.	1.6%	11.4%	30.2%	56.8%
10. Getting parents to assist in classroom instruction.	52.0%	33.1%	7.0%	7.9%

	ACTIVITIES	Offered in No Schools	Offered in Few Schools	Offered in Most Schools	Offered in All Schools
11.	Getting parents to participate in activities to train them for home tutoring.	60.9%	28.0%	5.5%	5.6%
12.	Getting parents to do school public relations work in the community.	22.0%	27.6%	22.5%	28.0%
13.	Getting parents to help identify community resources for the school's education program.	20.6%	29.7%	22.0%	27.7%
14.	Getting parents to assist with social activities at the school (e.g., coffees, teas, pot-luck suppers).	5.3%	12.2%	29.5%	53.1%
15.	Getting parents to take part in school inservice activities with school staff.	57.6%	27.1%	7.2%	8.1%
16.	Getting parents to assist with the establishment of school's educational goals.	19.3%	20.4%	17.5%	42.8%
17.	Getting parents to help evaluate the effectiveness of school instructional programs.	37.6%	25.2%	13.5%	23.7%
18.	Getting parents to help identify school need or problem areas.	16.3%	25.7%	20.7%	37.3%
19.	Getting parents to visit schools to observe classroom activities.	8.9%	24.3%	24.3%	42.6%
20.	Getting parents to organize volunteer efforts to encourage participation in schools.	29.2%	28.4%	18.8%	23.6%

attend parent-teacher conferences. Of those responding, 67% indicated parent-teacher conferences were offered in all schools and 24% indicated they were offered in most schools in their district.

The third most typical parent involvement activity was getting parents to assist their children with homework. Of the superintendents responding in this survey, 57% indicated this activity took place in all their schools, while 30% indicated it took place in most of their schools. Getting parents to assist with social activities was also listed as fairly typical. Of those responding, 53% indicated parent involvement in social activities was typical in all schools, while 30% indicated that this type of activity took place in most schools in their district. Finally, superintendents indicated that getting parents to chaperone for school activities was quite common. Approximately 53% indicated that this took place in all schools, and 29% indicated that it took place in most schools. The distribution of responses for the most widespread parent involvement activities is shown in Table 23.

In contrast, superintendents indicated that getting parents to participate in the hiring and firing of schools staff was the least common type of parent involvement activity in their district. The distribution of responses for the least common parent involvement activities is also shown in Table 23. Approximately 98% of the superintendents responding indicated that this type of activity was offered in none of the schools in their district. They also indicated that parent participation in the evaluation of school staff was very uncommon. Approximately 90% indicated this activity was offered in no schools in their district, while only 7.6%.

Another uncommon activity seemed to be getting parents involved in activities to train them for home tutoring. Approximately 61% of respondents indicated this took place in no schools in their district while another 28% indicated that it took place only in a few schools. Of the superintendents responding, only 5.6% indicated that training parents for home tutoring took place in all schools. One other activity which was very uncommon according to the superintendents was parent involvement in school budget decisions. Of those responding, 82% indicated this happened in none of the schools in their district while approximately 10% indicated that it happened in a few schools. Finally, getting parents to take part in school inservice activities also was listed as somewhat unusual in the schools in this region. Approximately 58% of the superintendents in this survey indicated this type of activity was offered in no schools in their district and another 27% indicated that it only took place in a few schools.

In summary, the superintendents in this survey indicated that

TABLE 23
SUPERINTENDENTS' RATINGS OF PARENT INVOLVEMENT ACTIVITIES OFFERED IN MOST SCHOOLS IN THEIR DISTRICTS (RANK ORDER)

Rank	Activities	Offered in No Schools	Offered in Few Schools	Offered in Most Schools	Offered in All Schools
1	Getting parents to attend school activities such as "open house," or special programs.	.5	2.6	14.2	82.7
2	Getting parents to attend parent/teacher conferences regarding their children.	2.0	7.3	23.7	67.0
3	Getting parents to assist their children with school assignments at home.	1.6	11.4	30.2	56.8
4	Getting parents to assist with social activities at the school (e.g., coffees, teas, pot-luck suppers).	5.3	12.2	29.5	53.1
5	Getting parents to chaperone for school activities.	3.6	14.4	29.0	52.9

SUPERINTENDENTS' RATINGS OF PARENT INVOLVEMENT ACTIVITIES OFFERED IN LEAST SCHOOLS IN THEIR DISTRICTS

Rank	Activities	Offered in No Schools	Offered in Few Schools	Offered in Most Schools	Offered in All Schools
1	Getting parents to participate in the hiring/firing of school staff.	97.6	1.9	.3	.3
2	Getting parent participation in the evaluation of school staff.	90.3	7.6	.8	1.4
3	Getting parents to participate in school budget decisions.	82.0	9.6	2.3	6.0
4	Getting parents to participate in activities to train them for home tutoring.	60.9	28.0	5.5	5.6
5	Getting parents to take part in school inservice activities with school staff.	57.6	27.1	7.2	8.1

the most traditional parent involvement activities were most commonly offered in the schools. These activities included getting parents to attend open house activities, getting parents to attend parent-teacher conferences, getting parents to assist their children with homework, getting parents to assist at the school with social activities, and getting parents to chaperone school social activities.

By contrast, superintendents described parent involvement in administrative decisions of the school as least typical of the schools in their district. Three of the least common activities included parent involvement in hiring or firing school staff, parent involvement in performance evaluation of school staff and parent involvement in school budget decisions.

In addition, these superintendents also described as most uncommon the activities of training parents for home tutoring and getting parents to take part in school inservice activities with school staff. This is somewhat unusual in that their responses to questions in previous parts of the survey suggest that they strongly support parent involvement as home tutors, yet they indicate that training parents to work with their children is one of the most uncommon parent involvement activities in the schools. However, their indication that parents rarely take part in school inservice activities is consistent with their low rating of the parent involvement role of co-learner. Superintendents indicated that they see the role of co-learner as neither particularly useful nor particularly important for effective schools.

b. Responses of School Board Presidents - Again, responses of school board presidents were very similar to those of superintendents (see Table 24). Of those responding to the survey, 76% of school board presidents indicated that open house activities for parents were offered by all schools in their district. Approximately 58% indicated that getting parents to assist with homework was also offered in all the schools, and almost 28% indicated it was offered in most of the schools in their district.

Approximately 58% of the school board presidents indicated that parent-teacher conferences were an activity offered in all the schools in their district (see Table 25), while almost 28% indicated it was offered in most of the schools in their district. The two other parent involvement activities which school board presidents indicated were most widespread in their district included parents chaperoning school activities (55% indicated these activities happened in all schools) and getting parents to assist with school social activities (51% indicated these activities took place in all schools).

The activities which school board presidents indicated were least common in schools in their district were the same as those

TABLE 24
SCHOOL BOARD PRESIDENTS' RATINGS OF THE EXTENT TO WHICH SPECIFIC PARENT INVOLVEMENT ACTIVITIES ARE OFFERED IN SCHOOLS IN THEIR DISTRICTS

Activities	Offered in No Schools	Offered in Few Schools	Offered in Most Schools	Offered in All Schools
1. Getting parents involved in fund-raising for school activities.	9.9%	16.7%	31.1%	42.3%
2. Getting parent participation in the evaluation of school staff.	86.9%	9.6%	1.5%	2.0%
3. Getting parents to attend parent/teacher conferences regarding their children.	3.2%	11.4%	27.9%	57.5%
4. Getting parent participation in the evaluation of their children's classroom performance.	51.0%	25.0%	11.4%	12.6%
5. Getting parents to chaperone for school activities.	3.5%	13.9%	27.4%	55.3%
6. Getting parents to participate in the hiring/firing of school staff.	97.1%	2.4%	.2%	.3%
7. Getting parents to attend school activities such as "open house," or special programs.	.85%	4.16%	19.2%	75.9%
8. Getting parents to participate in school budget decisions.	83.3%	10.0%	2.6%	4.1%
9. Getting parents to assist their children with school assignments at home.	1.4%	12.5%	27.9%	58.2%
10. Getting parents to assist in classroom instruction.	59.4%	30.8%	4.4%	5.4%

Activities	Offered in No Schools	Offered in Few Schools	Offered in Most Schools	Offered in All Schools
11. Getting parents to participate in activities to train them for home tutoring.	65.2%	26.3%	3.8%	4.7%
12. Getting parents to do school public relations work in the community.	30.5%	29.9%	18.2%	21.4%
13. Getting parents to help identify community resources for the school's education program.	36.6%	29.3%	16.3%	17.8%
14. Getting parents to assist with social activities at the school (e.g., coffees, teas, pot-luck suppers).	4.7%	15.1%	28.8%	51.4%
15. Getting parents to take part in school inservice activities with with school staff.	62.7%	25.0%	6.6%	5.8%
16. Getting parents to assist with the establishment of school's educational goals.	38.7%	23.0%	15.2%	23.0%
17. Getting parents to help evaluate the effectiveness of school instructional programs.	50.5%	25.3%	9.5%	14.7%
18. Getting parents to help identify school need or problem areas.	27.9%	24.7%	20.5%	26.9%
19. Getting parents to visit schools to observe classroom activities.	14.9%	30.7%	19.8%	34.6%
20. Getting parents to organize volunteer efforts to encourage participation in schools.	30.4%	27.5%	18.2%	24.0%

TABLE 25

SCHOOL BOARD PRESIDENTS' RATINGS OF THE MOST COMMON PARENT INVOLVEMENT TOPICS FOR TECHNICAL ASSISTANCE OFFERED IN SCHOOLS IN THEIR DISTRICTS (RANK ORDER)

Rank	Activities	Offered in No Schools	Offered in Few Schools	Offered in Most Schools	Offered in All Schools
1	Getting parents to attend school activities such as "open house," or special programs.	.8	4.1	19.2	75.9
2	Getting parents to assist their children with school assignments at home.	1.4	12.5	27.9	58.2
3	Getting parents to attend parent/teacher conferences regarding their children.	3.2	11.4	27.9	57.5
4	Getting parents to chaperone for school activities.	3.5	13.9	27.4	55.3
5	Getting parents to assist with social activities at the school (e.g., coffees, teas, pot-luck suppers).	4.7	15.1	28.8	51.4

SCHOOL BOARD PRESIDENTS' RATINGS OF THE LEAST COMMON PARENT INVOLVEMENT TOPICS FOR TECHNICAL ASSISTANCE OFFERED IN SCHOOLSS IN THEIR DISTRICTS (RANK ORDER)

Rank	Activities	Offered in No Schools	Offered in Few Schools	Offered in Most Schools	Offered in All Schools
1	Getting parents to participate in the hiring/firing of school staff.	97.1	2.4	.2	.3
2	Getting parent participation in the evaluation of school staff.	86.9	9.6	1.5	2.0
3	Getting parents to participate in school budget decisions.	83.3	10.0	2.6	4.1
4	Getting parents to participate in activities to train them for home tutoring.	65.2	26.3	3.8	4.7
5	Getting parents to take part in school inservice activities with school staff.	62.7	25.0	6.6	5.8

indicated by superintendents in our survey (See Table 25). Approximately 97% indicated that parent involvement in the hiring and firing of schools staff took place in no schools in their district. Approximately 87% indicated that parent involvement in performance evaluation of school staff took place in no schools in their district. Approximately 83% indicated that parent involvement in school budget decisions took place in no schools, while 10% indicated that it took place in few schools in their district. Parent participation in training for home tutoring took place in no schools according to 65% of the school board presidents, while parent involvement in school inservice activities took place in no schools according to approximately 63%.

Again, as with superintendents, it is interesting to note that school board presidents felt the parent involvement role of home tutor was one of the most important for parents to play, yet they indicate that in the great majority of schools, there were no activities aimed at training parents to become home tutors.

c. Responses of State Education Agency Officials - State education agency officials were given the same 20 descriptions of parent involvement activities, but were asked to respond in a slightly different manner. They were asked to indicate the extent to which their state department of education offered technical assistance related to each type of activity. They indicated whether technical assistance frequently was provided by their agency (1) never, (2) rarely, (3) sometimes, (4) frequently. Their responses are shown in Table 26.

Respondents to this survey indicated the most frequent type of technical assistance offered in the area of parent involvement related to getting parents to assist their children with homework (See Table 27). Of those responding, 32% indicated their agency frequently provided technical assistance of this sort, and another 36% indicated the agency sometimes provided such technical assistance. Approximately 29% indicated that their state department frequently provided technical assistance related to getting parents to attend parent-teacher conferences, while another 39% indicated their agency sometimes provided such technical assistance.

Among the 20 parent involvement activities listed in our survey, two others were common topics for technical assistance from the state education agency. Getting parents to attend school activities and getting parents to assist with the establishment of school educational goals were both listed by 25% of those responding as frequent topics of technical assistance efforts, and another 36% of respondents indicated their agency sometimes provided technical assistance in these two areas. Almost 21% indicated their state agency frequently provided technical assistance in getting parents to help identify school needs or problem areas, while another 36% indicated their agency sometimes

TABLE 26
SEA OFFICIALS' RATINGS OF THE EXTENT TO WHICH TECHNICAL ASSISTANCE IS OFFERED FOR SPECIFIC PARENT INVOLVEMENT ACTIVITIES IN SCHOOLS

ACTIVITIES	Never	Rarely	Sometimes	Frequently
1. Getting parents involved in fund-raising for school activities.	48.3%	37.9%	13.8%	0.0%
2. Getting parent participation in the evaluation of school staff.	58.6%	37.9%	0.0%	3.4%
3. Getting parents to attend parent/teacher conferences regarding their children.	13.8%	17.2%	37.9%	31.0%
4. Getting parent participation in the evaluation of their children's classroom performance.	27.6%	27.6%	37.9%	6.9%
5. Getting parents to chaperone for school activities.	44.8%	24.1%	17.2%	13.8%
6. Getting parents to participate in the hiring/firing of school staff.	89.7%	10.3%	0.0%	0.0%
7. Getting parents to attend school activities such as "open house," or special programs.	17.2%	20.7%	34.5%	27.6%
8. Getting parents to participate in school budget decisions.	37.9%	24.1%	34.5%	3.4%
9. Getting parents to assist their children with school assignments at home.	17.2%	13.8%	34.5%	34.5%
10. Getting parents to assist in classroom instruction.	27.6%	17.2%	48.3%	6.9%

ACTIVITIES	Never	Rarely	Sometimes	Fre-quently
11. Getting parents to participate in activities to train them for home tutoring.	24.1%	31.0%	27.6%	17.2%
12. Getting parents to do school public relations work in the community.	17.2%	41.4%	31.0%	10.3%
13. Getting parents to help identify community resources for the school's education program.	13.8%	31.0%	37.9%	17.2%
14. Getting parents to assist with social activities at the school (e.g., coffees, teas, pot-luck suppers).	41.4%	24.1%	24.1%	10.3%
15. Getting parents to take part in school inservice activities with school staff.	27.6%	31.0%	37.9%	3.4
16. Getting parents to assist with the establishment of school's educational goals.	17.2%	20.7%	34.5%	27.6%
17. Getting parents to help evaluate the effectiveness of school instructional programs.	17.9%	28.6%	42.9%	10.7%
18. Getting parents to help identify school need or problem areas.	6.9%	34.5%	34.5%	24.1%
19. Getting parents to visit schools to observe classroom activities.	17.2%	20.7%	44.8%	17.2%
20. Getting parents to organize volunteer efforts to encourage participation in schools.	13.8%	27.6%	41.4%	17.2%

TABLE 27
STATE EDUCATION AGENCY OFFICIALS' RATINGS OF THE EXTENT TO WHICH TECHNICAL ASSISTANCE IS OFFERED FOR SPECIFIC PARENT INVOLVEMENT ACTIVITIES IN SCHOOLS
(RANK ORDER)

Rank	Activities	Never	Rarely	Sometimes	Frequently
1	Getting parents to assist their children with school assignments at home.	17.9%	14.3%	35.7%	32.1%
2	Getting parents to attend parent/teacher conferences regarding their children.	14.3%	17.9%	39.3%	28.6%
3	Getting parents to attend school activities such as "open house," or special programs.	17.9%	21.4%	35.7%	25.0%
	Getting parents to assist with the establishment of school's educational goals.	17.9%	21.4%	35.7%	25.0%
4	Getting parents to help identify school need or problem areas.	7.1%	35.7%	35.7%	21.4%
5	Getting parents to visit schools to observe classroom activities.	17.9%	21.4%	46.4%	14.3%
6	Getting parents to organize volunteer efforts to encourage participation in schools.	14.3%	28.6%	42.9%	14.3%
7	Getting parents to help identify community resources for the school's education program.	14.3%	32.1%	39.3%	14.3%
8	Getting parents to participate in activities to train them for home tutoring.	25.0%	32.1%	28.6%	14.3%

Rank	Activities	Never	Rarely	Sometimes	Frequently
9	Getting parents to chaperone for school activities.	46.4%	25.0%	17.9%	10.7%
10	Getting parents to help evaluate the effectiveness of school instructional programs.	18.5%	29.6%	44.4%	7.4%
11	Getting parents to assist in classroom instruction.	28.6%	17.9%	46.4%	7.1%
12	Getting parents to do school public relations work in the community.	17.9%	42.9%	32.1%	7.1%
13	Getting parents to assist with social activities at the school (e.g., coffees, teas, pot-luck suppers).	42.9%	25.0%	25.0%	7.1%
14	Getting parent participation in the evaluation of their children's classroom performance.	28.6%	28.6%	39.3%	3.6%
15	Getting parents to participate in school budget decisions.	39.3%	25.0%	32.1%	3.6%
16	Getting parent participation in the evaluation of school staff.	60.7%	35.7%	0.0	3.6%
17	Getting parents to take part in school inservice activities with school staff.	28.6%	32.1%	39.3%	0.0%
18	Getting parents involved in fund-raising for school activities.	50.0%	35.7%	14.3%	0.0%
19	Getting parents to participate in the hiring/firing of school staff.	92.9%	7.1%	0.0%	0.0%

TABLE 28
INDICATION BY SUPERINTENDENTS OF EITHER FORMAL OR INFORMAL POLICIES RELATED TO TYPES OF PARENT INVOLVEMENT

Types of Parent Involvement	% With No Policy	% With Unwritten Policy	% With Written Policy
1. Parent participation in decisions related to placement of their child in special education programs.	4.1	7.9	88.0
2. Parent participation in the development of promotion standards for their children.	46.3	38.6	15.1
3. Parent participation in decisions regarding the retaining of their children.	16.6	57.8	25.6
4. Parent participation in parent-teacher conferences concerning children's progress.	8.4	54.7	36.9
5. Sending information home to parents about school activities at their children's schools.	16.1	59.2	24.7
6. Informing parents of any violations of the district's discipline policy by their children.	4.0	17.0	79.0
7. Parent participation in decisions regarding curriculum and instruction matters such as selection of teaching materials, determining of educational goals, selection of teaching strategies, etc.	63.1	26.2	10.8
8. Parent participation in the organization of parent volunteer efforts in schools.	47.6	38.7	13.6
9. Having parents visit the school for the purpose of meeting school staff.	29.2	54.7	16.1
10. Parent participation in decisions related to school budget matters.	82.1	13.0	5.0

Types of Parent Involvement	% With No Policy	% With Unwritten Policy	% With Written Policy
11. Parent participation in decisions regarding the inclusion of certain educational programs in their schools such as Title I, Head Start, Bilingual Education, Basic Skills Education, etc.	27.9	24.1	48.0
12. Having teachers visit parents in their homes to get acquainted.	73.1	23.9	2.9
13. Parent participation in decisions regarding school administrative decisions such as establishment of discipline rules, selection of school instructional periods, etc.	91.4	5.7	2.9
14. Parent participation in the development of a handbook which describes the district's educational philosophy; goals; along with responsibilities of school staff parents, citizens and the community.	62.8	26.5	10.7

provided technical assistance in this area, and another 36% indicated their agency rarely provided such technical assistance.

At the other end of the scale, responses of state education agency personnel were somewhat similar to those of superintendents and school board presidents. Almost 93% of these respondents indicated that their agency never provided technical assistance focused on getting parents to participate in hiring or firing of school staff. In addition, 50% indicated their agency never provided technical assistance focused on involving parents in fund raising activities. Another 29% indicated their agency never provided technical assistance focused on getting parents to take part in school inservice activities with school staff and approximately 61% of the state education officials indicated their agency never provided technical assistance to get parent participation in the performance evaluation of school staff.

6. Description of Parent Involvement Policies (Part V)

In Part Five of the questionnaire superintendents and school board presidents were asked to indicate whether their district had a formal written policy, an unwritten policy, or no policy at all encouraging various types of parent involvement. They were presented with 11 descriptions of various types of parent involvement and were asked to indicate whether their district had a policy encouraging those types of activities.

a. Superintendents' Responses - Of the superintendents responding to this survey, 88% indicated their district had a written policy encouraging parent participation in decisions related to placement of their child in special education programs (see Table 28. Approximately 79% of the superintendents indicated their district had a written policy informing parents of any violations of the district's discipline policy by their children. Another 48% indicated they had a written policy encouraging parent participation in some decisions related to programs in Title I, Head Start, bilingual education, or basic skills education. Although they indicated strong support for parent involvement conferences in previous sections of the survey, approximately 37% of superintendents indicated their district had a written policy encouraging parent participation in such conferences. Finally, about 25% of the superintendents indicated they had a written policy encouraging parent participation in decisions regarding the retention of their children at grade level (see Table 29).

In contrast, only 3% of the superintendents indicated their district had a written policy encouraging parent involvement in administrative decisions such as setting discipline rules or selecting instructional periods, etc. Also only 3% indicated their district had a written policy asking teachers to visit parents in their homes to get acquainted. Only 5% indicated their

TABLE 29
PERCENTAGE OF SUPERINTENDENTS INDICATING THEIR DISTRICTS HAVE POLICIES RELATED TO PARENT INVOLVEMENT
(RANK ORDER)

Rank	Types of Activities	% With No Policy	% With Unwritten Policy	% With Written Policy
1	Parent participation in decisions related to placement of their child in special education programs.	4.1	7.9	88.0
2	Informing parents of any violation of the district's discipline policy by their children.	4.0	17.0	79.0
3	Parent participation in some decisions regarding the inclusion of certain educational programs in their schools such as Title I, Head Start, Bilingual Education, Basic Skills Education, etc.	27.9	24.1	48.0
4	Parent participation in parent-teacher conferences concerning children's progress.	8.4	54.7	36.9
5	Parent participation in decisions regarding the retaining of their children.	16.6	57.8	25.6
6	Sending information home to parents about school activities at their children's schools.	16.1	59.2	24.7
7	Having parents visit the school for the purpose of meeting school staff.	29.2	54.7	16.1
8	Parent participation in the development of promotion standards for their children.	46.3	38.6	15.1
9	Parent participation in the organization of parent volunteer efforts in schools.	47.6	38.7	13.6

Rank	Types of Activities	% With No Policy	% With Unwritten Policy	% With Written Policy
10	Parent participation in decisions regarding curriculum and instruction matters such as selection of teaching materials, determining of educational goals, selection of teaching strategies, etc.	63.1	26.2	10.8
11	Parent participation in the development of a handbook which describes the district's educational philosophy; goals, along with responsibilities of school staff, parents, citizens and the community.	62.8	26.5	10.7
12	Parent participation in decisions related to school budget matters.	82.1	13.0	5.0
13	Having teachers visit parents in their homes to get acquainted.	73.1	23.9	2.9
14	Parent participation in decisions regarding school administrative decisions such as establishment of discipline rules, selection of school instructional periods, etc.	91.4	5.7	2.9

district had a policy encouraging parent participation in decisions related to school budget matters. Approximately 11% of the superintendents indicated their district had a written policy encouraging parent participation in the development of a school district handbook describing the district's educational goals and philosophy and spelling out the responsibilities of school staff, parents and members of the community.

b. Responses of School Board Presidents - The school board presidents, responses were quite similar to those of superintendents (see Table 30). Of the group of school board presidents, approximately 84% indicated their district had a written policy informing parents of any violations of the district's discipline policy by their children. Approximately 65% indicated their district had a written policy encouraging parent participation in decisions regarding the placement of their child in a special education programs. In addition, approximately 41% indicated they had a written policy encouraging parent participation in parent-teacher conferences. Another 33% indicated their district had a written policy encouraging parent participation in decisions regarding the inclusion of certain educational programs in their schools, such as Title I, Head Start, or bilingual education (see Table 31).

In contrast, only 2% of the school board presidents indicated their district had a policy of encouraging parent participation in decisions regarding such matters as the establishment of discipline rules or the selection of school instructional periods. Approximately 3% indicated their district had a policy encouraging teachers to visit parents in their homes to get acquainted. Another 3% indicated their district had a written policy encouraging participation in decisions related to school budget matters. Only 9% of the school board presidents indicated their district had a written policy encouraging parent participation and decisions regarding the curriculum and instruction, such as selection of teaching materials, determining educational goals, or selection of teaching strategies. Approximately 10% indicated their district had a written policy encouraging parent participation in the development of a district handbook.

c. State Education Agency Officials' Responses - State education agency officials participating in the survey were asked a slightly different question. Although presented with the same 14 types of parent involvement, they were asked whether the state department of education had a written, unwritten, or no policy at all encouraging each of the types of parent involvement at the school district level. They were given 4 response choices: written policy, unwritten policy, no policy at all, or don't know. Their responses are shown in Table 32.

Of those responding, approximately 93% indicated their state

TABLE 30
INDICATION BY SCHOOL BOARD PRESIDENTS OF SCHOOL DISTRICT POLICIES RELATED TO TYPES OF PARENT INVOLVEMENT

Types of Parent Involvement	% With No Policy	% With Unwritten Policy	% With Written Policy
1. Parent participation in decisionsrelated to placement of their child in special education programs.	12.2	23.1	64.7
2. Parent participation in the development of promotion standards for their children.	55.2	32.1	12.7
3. Parent participation in decisions regarding the retaining of their children.	18.4	55.5	26.1
4. Parent participation in parent-teacher conferences concerning children's progress.	8.3	50.3	41.4
5. Sending information home to parents about school activities at their children's schools.	13.3	56.5	30.2
6. Informing parents of any violations of the district's discipline policy by their children.	2.3	14.1	83.6
7. Parent participation in decisions regarding curriculum and instruction matters such as selection of teaching materials, determining of educational goals, selection of teaching strategies, etc.	66.9	23.9	9.2
8. Parent participation in the organization of parent volunteer efforts in schools.	44.7	41.4	13.9
9. Having parents visit the school for the purpose of meeting school staff.	30.2	52.8	17.0
10. Parent participation in decisions related to school budget matters.	85.5	11.1	3.4

	Types of Parent Involvement	% With No Policy	% With Unwritten Policy	% With Written Policy
11.	Parent participation in some decisions regarding the inclusion of certain educational programs in their schools such as Title I, Head Start, Bilingual Education, Basic Skills Education, etc.	48.2	19.1	32.8
12.	Having teachers visit parents in their homes to get acquainted.	80.3	16.8	2.9
13.	Parent participation in decisions regarding school administrative decisions such as establishment of discipline rules, selection of school instructional periods, etc.	92.5	5.5	2.0
14.	Parent participation in the development of a handbook which describes the district's educational philosophy; goals; along with responsibilities of school staff, parents, citizens and the community.	66.0	24.0	10.0

TABLE 31
INDICATION BY SCHOOL BOARD PRESIDENTS OF SCHOOL DISTRICT POLICIES RELATED TO TYPES OF PARENT INVOLVEMENT
(RANK ORDER)

Rank	Types of Parent Involvement	% With No Policy	% With Unwritten Policy	% With Written Policy
1	Informing parents of any violations of the district's discipline policy by their children.	2.3	14.1	83.6
2	Parent participation in decisions related to placement of their child in special education programs	12.2	23.1	64.7
3	Parent participation in parent-teacher conferences concerning children's progress.	8.3	50.3	41.4
4	Parent participation in some decisions regarding the inclusion of certain educational programs in their schools such as Title I, Head Start, Bilingual Education, Basic Skills Education, etc.	48.2	19.1	32.8
5	Sending information home to parents about school activities at their children's schools.	13.3	56.5	30.2
6	Parent participation in decisions regarding the retaining of their children.	18.4	55.5	26.1
7	Having parents visit the school for the purpose of meeting school staff.	30.2	52.8	17.0
8	Parent participation in the organization of parent volunteer efforts in schools.	44.7	41.4	13.9
9	Parent participation in the development of promotion standards for their children.	55.2	32.1	12.7

Rank	Types of Parent Involvement	% With No Policy	% With Unwritten Policy	% With Written Policy
10	Parent participation in the development of a handbook which describes the district's educational philosophy, goals, selection of teaching strategies, etc.	66.0	24.0	10.0
11	Parent participation in decisions regarding curriculum and instruction matters such as selection of teaching materials determining of educational goals, selection of teaching strategies, etc.	66.9	23.9	9.2
12	Parent participation in decisions related to school budget matters.	85.5	11.1	3.4
13	Having teachers visit parents in their homes to get acquainted.	80.3	16.8	2.9
14	Parent participation in decisions regarding school administrative decisions such as establishment of discipline rules, selection of school instructional periods, etc.	92.5	5.5	2.0

TABLE 32
INDICATION BY EDUCATION AGENCY OFFICIALS OF EITHER FORMAL OR INFORMAL POLICIES RELATED TO TYPES OF PARENT INVOLVEMENT

Types of Parent Involvement	% With No Policy	% With Unwritten Policy	% With Written Policy	Don't Know
1. Parent participation in decisions related to placement of their child in special education programs.	0.0	3.3	93.1	3.3
2. Parent participation in the development of promotion standards for their children.	51.7	17.2	10.3	20.7
3. Parent participation in decisions regarding the retaining of their of their children.	44.8	34.5	6.9	13.8
4. Parent participation in parent-teacher conferences concerning children's progress.	34.5	31.0	20.7	13.8
5. Sending information home to parents about school activities at their children's schools.	48.3	27.6	6.9	17.2
6. Informing parents of any violations of the district's discipline policy by their children.	41.4	10.3	27.6	20.7
7. Parent participation in decisions regarding curriculum and instruction matters such as selection of teaching materials, determining of educational goals, selection of teaching strategies, etc.	39.3	21.4	21.4	17.9

	Types of Parent Involvement	% With No Policy	% With Unwritten Policy	% With Written Policy	Don't Know
8.	Parent participation in the organization of parent volunteer efforts in schools.	55.2	13.8	13.8	17.2
9.	Having parents visit the school for the purpose of meeting school staff.	55.2	27.6	6.9	10.3
10.	Parent participation in decisions related to school budget matters.	69.0	17.2	3.4	10.3
11.	Parent participation in decisions related to school budget matters.	65.5	6.9	10.3	17.2
12.	Parent participation in some decisions regarding the inclusion of certain educational programs in their schools such as Title I, Head Start, Bilingual Education, Basic Skills Education, etc.	24.1	10.3	55.2	10.3
13.	Having teachers visit parents in their homes to get acquainted.	69.0	13.8	3.4	13.8
14.	Parent participation in decisions regarding school administrative decisions such as establishment of discipline rules, selection of school instructional periods, etc.	62.1	17.2	6.9	13.8
15.	Parent participation in the development of a handbook which describes the district's educational philosophy; goals; along with responsibilities of school staff, parents, citizens and the community.	55.2	6.9	17.2	20.7

had a written policy encouraging parent participation in decisions related to placing of their child in special education programs. Approximately 55% indicated their state had a formal policy encouraging parent participation in decisions regarding the inclusion of certain educational programs in their schools such as Title I, Head Start, or bilingual education.

Almost 25% indicated their state had a written policy encouraging schools to inform parents of any violation of the district's discipline policy by their children (see Table 33). Approximately 18.5% indicated their state had a written policy encouraging parent participation in curriculum and instruction decisions such as the selection of teaching materials, determining educational goals or selection of teaching strategies. In addition, 18% indicated their state had a policy encouraging parent participation in parent-teacher conferences and also had a policy encouraging parent participation in the development of a district handbook.

In contrast, approximately 71% of the state agency officials surveyed indicated their state neither had a policy encouraging teachers to visit parents in their homes, nor did they have one encouraging each school to keep parents informed by sending out a newsletter or something similar. Approximately 68% of those responding indicated their state had no policy encouraging parent participation in decisions related to school budget matters. In addition, approximately 64% indicated their state had no policy encouraging parent participation in decisions regarding school administrative decisions such as establishment of discipline rules, or selection of school instructional periods. Over 57% of those responding indicated their state had no policy encouraging parents to visit schools for the purpose of meeting school staff.

In general, a comparison of responses from the district and the state level suggests that there are very few written policies encouraging different aspects of parent involvement. Perhaps the most prevalent type of written policy focuses on the rights of parents to participate in special education placement decisions regarding their own children. The next most prevalent type of policy focuses on informing parents when their child violates the district's discipline policy. Except for these two types of parent involvement, formal policies focused on involving parents in the schools seemed to be relatively unusual, either at the district or state level.

7. Breakdown of Item Responses by Demographic Variables

The items in each part of the questionnaire with the greatest variation in response were broken down by demographic variables to determine whether differences in response might be linked to contextual or environmental factors. Previous experience in this project suggested that environmental variables were more often

TABLE 33
INDICATION BY AGENCY OFFICIALS OF FORMAL POLICIES RELATED TO TYPES OF PARENT INVOLVEMENT
(RANK ORDER)

Rank	Types of Parent Involvement	% With No Policy	% With Unwritten Policy	% With Written Policy	Don't Know
1	Parent participation in decisions related to placement of their child in special education programs.	0.0	3.6	92.9	3.6
2	Parent participation in some decisions regarding the inclusion of certain educational programs in their schools such as Title I, Head Start, Bilingual Education, Basic Skills Education, etc.	25.0	10.7	53.6	10.7
3	Informing parents of any violations of the district's discipline policy by their children.	42.9	10.7	25.0	21.4
4	Parent participation in decisions regarding curriculum and instruction matters such as selection of teaching materials, determining of educational goals, selection of teaching strategies, etc.	40.7	22.2	18.5	18.5
5	Parent participation in parent-teacher conferences concerning children's progress.	35.7	32.1	17.9	14.3

Rank	Types of Parent Involvement	% With No Policy	% With Unwritten Policy	% With Written Policy	Don't Know
6	Parent participation in the development of a handbook which describes the district's educational philosophy; goals, along with responsibilities of school staff, parents, citizens and the community.	57.1	7.1	17.9	17.9
7	Parent participation in the development of promotion standards for their children.	53.6	14.3	10.7	21.4
8	Parent participation in the organization of parent volunteer efforts in schools.	57.1	14.3	10.7	17.9
9	Parent participation in decisions regarding the retaining of their children.	46.4	32.1	7.1	14.3
10	Having parents visit the school for the purpose of meeting school staff.	57.1	25.0	7.1	10.7
11	Parent participation in decisions regarding school administrative decisions such as establishment of discipline rules, selecion of school instructional periods, etc.	64.3	14.3	7.1	14.3
12	Parent participation in decisions related to school budget matters.	67.9	7.1	7.1	17.9
13	Sending information home to parents about school activities at their children's schools.	50.9	28.6	3.6	17.9

Rank	Types of Parent Involvement	% With No Policy	% With Unwritten Policy	% With Written Policy	Don't Know
14	Each school keeps parents informed by sending out a newsetter or something similar.	71.4	14.3	3.6	10.7
15	Having teachers visit parents in their homes to get acquainted.	71.4	14.3	3.6	10.7

related to response differences than were personal variables. Therefore, the item responses were broken down by state of residence and whether respondents described their district as rural, suburban, or urban.

a. Breakdown of Superintendents' Responses by State - For the great majority of items on the survey, differences in superintendents' responses were unrelated to their state of residence. However, for 16 of the 72 items, there were significant differences (p = .0001) among respondents in the six states, suggesting that these differences might be due to differences in the states' educational policies or procedures.

In Part One of the survey, superintendents generally disagreed with the statement that parents should be involved in the job performance evaluation of principals (x = 1.71). However, the superintendents from Texas registered the strongest disagreement as indicated by their mean response of 1.60, while the superintendents from Mississippi gave the same item a rating of 2.18, indicating agreement. Superintendents also disagreed with the statement that parents should be involved in the performance evaluation of teachers (x = 1.57), but the level of disagreement was stronger for superintendents from Louisiana (x = 1.47) than those from Mississippi (x = 1.90). The superintendents from Mississippi also had the strongest positive response to the statement that state education agencies should provide guidelines for parent involvement at the district level. The group as a whole gave this item a mean response of 2.50, indicating general agreement with the statement. However, superintendents from Texas gave it the lowest rating (x = 2.41) and those from Mississippi again gave it the highest rating (x = 2.82).

There were also differences among the states in their opinions of the usefulness of having parents participating in certain school decisions. Using a 5-point rating scale where 1 = not useful, 3 = neutral, and 5 = very useful, superintendents indicated they generally felt it was only somewhat useful to involve parents in choosing classroom discipline methods (x = 2.17). However, the superintendents from Texas gave this type of parent involvement the lowest rating among the six states (x = 1.98) and their counterparts from Louisiana gave it the highest rating (x = 2.77).

Although the superintendents were more positive about the usefulness of involving parents in evaluating their own children's academic progress (x = 2.86), this response is still below the neutral point of 3 on the scale. Again, there were significant differences among the states with superintendents from Arkansas giving this item a rating of 2.75, while those from New Mexico gave it a rating of 3.52.

Superintendents also gave a rating of 2.86 to the idea of having parents involved in disciplinary decisions affecting their own child, but again there were differences of opinion among the states. The superintendents from Texas gave this type of parent involvement a rating of 2.78, as did most of the other states. The superintendents from New Mexico gave it a rating of 3.63, indicating much stronger support for this type of parent involvement.

Superintendents across all six states generally agreed about the importance of having parents in 5 of the 7 parent involvement roles described in the survey. However, they tended to disagree between the states with regard to the importance of parents in the role of Advocate and in the role of Co-learner. The mean response for all superintendents regarding the parent Advocate role was 2.99 (slightly less than the mid-point of 3.0), but those from Arkansas gave this role a rating of 2.78, while those from New Mexico gave it a rating of 3.37.

As a group, they also gave parents in the role of Co-learner a low rating (x = 2.87), but the superintendents from Texas gave it the lowest rating (x = 2.68) while those from Louisiana gave it the highest rating among the six states (x = 3.36).

Differences among superintendents' responses between the states were most evident in Part Four of the questionnaire. Of the 20 parent involvement activities presented, there were seven on which there were significant differences (p = .0001) among the responses of superintendents in the six states. Using a 4-point scale in which 1 = offered in no schools and 4 = offered in all schools, superintendents indicated that across all states, parents were rarely asked to participate in the evaluation of school staff as indicated by their mean response of 1.13 to this item. However, the superintendents from Arkansas gave this item a much lower rating (x = 1.08) than did their counterparts in Oklahoma (x = 1.24).

Superintendents also indicated that few schools in their districts offered activities designed to train parents to become home tutors (x = 1.56). Again, there was a significant difference across states, with respondents from Oklahoma giving this item a mean response of 1.35, while those from Louisiana gave it a 2.02.

As a group, the 1200 superintendents also indicated that few schools in their districts offered parents the opportunity to participate in inservice activities with school staff (x = 1.66), but again there was a difference across states. Superintendents from Texas gave this item the lowest response (x = 1.47) while those from New Mexico gave it the highest (x = 1.93).

The superintendents indicated that somewhat more schools offered parents the chance to participate in the evaluation of school programs, as indicated by their mean response of 2.23. Here the greatest difference was between the mean response of the superintendents from Louisiana (x = 1.73) and those from New Mexico (x = 2.45).

Even more positive was the superintendents' response to having parents help in the identification of school needs (x = 2.79). Here again the greatest difference appeared to be between the superintendents in Louisiana, whose mean response was 2.47, and those from New Mexico, whose mean response was 2.98.

Another parent activity receiving a moderately positive response was that of having parents assist with setting the educational goals in schools (x = 2.84). The superintendents from Louisiana gave this activity a rating of only 2.04, indicating they thought it occurred in few schools in their districts, while the superintendents from Texas gave the same item a rating of 3.21, which indicates they thought it happened in most schools in their districts.

Finally, having parents observe in classrooms was given a relatively positive response by the group of 1200 superintendents (x = 3.01). Although this activity seemed to be offered in many schools in this region, the superintendents in Louisiana gave this activity a rating of 2.65, indicating that it occurred somewhat less frequently than in New Mexico, where the superintendents gave this activity a rating of 3.38.

In Part Five of the survey, there was only one item on which there were significant differences in the responses from the six states. Using a scale in which 1 = no policy, 2 = unwritten policy, and 3 = written policy, the superintendents indicated that their states generally had either no policy or perhaps an unwritten policy encouraging parents to be included in developing promotion standards for children in the schools (x = 1.69). Those from Mississippi gave the lowest response to this item (x = 1.50), while those from Louisiana gave it the highest among the six states (x = 2.09).

b. Breakdown of Superintendents' Responses by Type of Community - The responses of superintendents were also examined to determine whether there might be differences between responses from rural, suburban and urban districts. The breakdown of responses indicated there were significant differences (p = .0001) among respondents in these three groups for only 10 of the 72 survey items. This pattern suggests that responses generally did not vary according to the type of community where the school district is.

In Part One of the survey, superintendents generally agreed with the statement that principals should provide teachers with

1C

suggestions for working with parents (x = 3.35), but those from rural districts gave the item a response of 3.32, while those from suburban districts gave it a 3.47, and those from urban districts gave it a 3.48. This same pattern was repeated on several other items in this part of the survey. As a group, they agreed that teachers should consider working with parents as part of their jobs (x = 3.41). Again, those from rural districts gave the item a low rating (3.37), while those from suburban and urban districts gave it a higher rating (3.54 and 3.60, respectively). The whole group of superintendents also agreed that teachers should be allowed to participate in curriculum and instruction decisions in their schools (x = 3.38), yet those from rural districts gave the item a lower rating (3.34) than those from suburban and urban districts (3.44 and 3.59, respectively).

Although they were less positive about the statement that principals should take the initiative in getting parents involved (x = 3.02), again the superintendents from rural districts gave it a lower rating (2.98) and those from suburban and urban districts gave the item ratings of 3.17 and 3.20, respectively. Finally, they also gave a lukewarm response of 3.03 to the statement that school districts should provide guidelines to help teachers and principals involve parents. Superintendents from rural districts gave this item the lowest rating (x = 3.00), while those from suburban disticts gave it a rating of 3.16 and those from urban disticts gave it a 3.11.

In Part Four of the survey, there were four more items for which the responses varied according to whether the community was rural, suburban or urban. Again, in every case the lowest rating came from the rural districts. When asked to estimate how many schools involved parents in fund raising activities, respondents mean response was 3.01, indicating that most schools involved parents in this way. The rural superintendents gave this item a somewhat lower rating (2.94), while the suburban group gave it a rating of 3.36 and the urban group gave it a rating of 3.12.

As a group, they indicated that somewhat fewer schools asked parents to organize volunteer efforts (x = 2.36), and again the response of rural superintendents (x = 2.25) was much lower than that of either the suburban or urban superintendents (2.71 and 2.79, respectively). Still fewer schools ask parents to participate in classroom instruction (x = 1.70). As indicated by their responses, superintendents estimated that this activity took place even less often in rural schools (x = 1.65), and comparatively more often in suburban schools (x = 1.80) and urban schools (x = 2.05). Finally, one of the least common activities in all three types of school districts was involving parents in activities to train them for home tutoring (x = 1.56). Again the pattern indicated such activities were least common in rural schools (x = 1.50), and more common in both suburban and urban schools (x =

1.69 and 1.82, respectively).

In Part Five of the survey, superintendents were asked whether their district had no policy, had an informal policy, or had a written policy encouraging various types of parent involvement. Their responses seemed to vary according to type of community on only one item in this part of the survey. As a group, their response of 1.66 indicated that most districts had either no policy, or at best an informal policy encouraging parents to organize volunteer programs in the schools. As in the other breakdowns, the superintendents from rural districts gave this item the lowest response (x = 1.58), while those from suburban districts gave it a 1.88 and those from urban districts gave it a 2.03. This pattern suggests that urban districts are somewhat more likely to have a policy encouraging parent volunteer programs than are rural districts.

c. *Breakdown of School Board Presidents' Responses by State*. - Responses of the school board presidents varied according to state on only 3 of the 72 items.

In Part Four of the questionnaire, they were asked to estimate how many schools in their districts offered a variety of specific parent involvement activities. Using a 4-point scale in which 1 = no schools and 4 = all schools, school board presidents indicated that across all states, parents were asked to assist in setting the school's educational goals in few schools (x = 2.23). Although those from Louisiana gave this item the lowest mean response (1.71) and those from New Mexico gave it the highest response (2.50), there was another interesting difference in the response pattern across states. School board presidents from Arkansas, Louisiana and Mississippi gave this item mean responses ranging from 1.71 to 1.87, while those from New Mexico, Oklahoma and Texas gave it much higher responses which ranged from 2.30 to 2.50. As a group, the school board presidents gave a much higher response when asked how many schools asked parents to visit the school to observe classroom activities (x = 2.74). Those from Louisiana tended to give this question the lowest response (x = 2.32), while those from New Mexico and Texas gave it responses of 2.98 and 2.97, respectively.

In Part Five, their responses varied according to state on only one item. When asked whether their districts had any policy encouraging parent participation in decisions about including compensatory programs in their schools, the mean response across all states was 1.85, indicating that most had either no policy or an informal policy. The lowest response (x = 1.60) came from the school board presidents of Texas, while the highest came from Louisiana (x = 2.16) and Mississippi (2.13). This pattern suggests that fewer districts in Texas have a policy which encourages this type of parent involvement.

d. Breakdown of School Board Presidents' Responses by Type of Community - The responses of school board presidents were also examined to determine whether there might be differences between responses from rural, suburban and urban districts. The breakdown of responses indicated there were significant differences ($p = .0001$) among respondents in these three groups for only 2 of the 72 survey items. Apparently, school board presidents' responses generally did not vary according to the type of community where the school district is.

In Part Four of the survey, school board presidents were asked to estimate how many schools in their districts asked parents to organize volunteer efforts. The mean response for the whole group was 2.35, indicating that few schools involved parents in this way. The response of rural board presidents ($x = 2.23$) was much lower than that of either the suburban or urban superintendents (2.79 and 2.61, respectively).

There was a similar pattern of responses in Part Five. When asked whether their district had a policy encouraging parents to help organize volunteer efforts, the mean response of the group was 1.69, indicating that most districts had either no such policy, or at best, an informal policy. School board presidents from rural districts again gave this item a lower response ($x = 1.59$) than did either those from suburban districts ($x = 2.07$), or from urban districts ($x = 1.93$).

8. Analysis of Correlations Among Responses to Items

Two sets of correlation matrices were produced in order to identify possible patterns between the responses to items on the questionnaire. First, matrices were produced which showed correlations among item responses within each part of the survey. Second, matrices were produced which showed correlations between item responses in one part of the survey with responses to items in another part.

The most interesting result of these analyses was the discovery that there was a pattern of moderately strong correlations between responses to Part Five (Policies) and responses to a number of items in other parts of the survey questionnaire. There was a strong pattern of positive correlations between the questions asking about district policies encouraging parent involvement and a variety of questions asking about attitudes and current practices.

In order to further examine this pattern of responses, a mean response rating for all the policy items was generated for each superintendent and for each school board president. The mean response rating (policy rating) for this section was then used to create three groups: those with low incidence of parent involvement policies, those with moderate or mixed policies, and those who reported that their disticts had a relatively high number of parent involvement policies. This grouping procedure was performed for both the survey of superintendents and the survey of school board presidents. Next, the responses to items in Parts One through Four were examined using one-way analysis of variance to determine whether there might be differences across the three groups.

a. Comparison of Superintendents' Responses from Districts with High, Medium and Low Mean Policy Ratings - Superintendents from districts with the highest policy ratings (n=392) reported significantly more positive attitudes (p. =.01) towards parent involvement than those in the low group (n=330). In Part One of the survey, they more strongly agreed with statements that (1) teachers need training to work with parents, (2) teachers should provide parents with ideas about helping children with homework, (3) teachers should be responsible for parent involvement, (4) teachers should participate in curriculum and instruction decisions at their schools, (5) parents should have input into curriculum and instruction decisions, (6) parents should be involved in administrative decisions, (7) principals should take the initiative to get parents involved, (8) principals should give teachers suggestions for working with parents, (9) school districts should provide their principals and teachers with guidelines to help them work with parents, and (10) state education agencies should suggest guidelines for parent involvement at the district level.

Superintendents from districts with high parent involvement policy ratings also were more favorable in responding to the items in Part Two, which asked how useful it would be to involve parents in specific school decisions. Analysis of variance procedures indicated a significant difference between the high, medium and low groups on 10 of 11 items in this part of the survey. Superintendents from the high group were consistently more positive about the usefulness of involving parents in decisions about (1) the amount of homework to be assigned, (2) choosing classroom discipline methods, (3) selecting teaching materials, (4) placing their own children in special programs, (5) evaluting how well their own children are learning, (6) making discipline decisions involving their own child, (7) deciding how much emphasis should be placed on various curriculum components, (8)planning for school desegregation, (9) determining priorities for the school budget, and (10) hiring principals and teachers,. Although the difference was not statistically significant, those in the high group also gave a more favorable response to the usefulness of involving parents in decisions about firing principals and teachers.

In Part Three, there were no significant differences in the responses of the high, medium and low policy rating groups with regard to the importance of the traditional parent involvement roles of Audience, School Supporter or Home Tutor. Apparently the superintendents were in agreement about the importance of having parents play these roles. However, there were significant differences in their rating of the roles of Advocate, Co-Learner, Decision Maker and Paid School Staff. Superintendents in the high group consistently saw these roles as more important than did their counterparts in the low group.

In Part Four, superintendents were asked to indicate the proportion of schools in their districts which offered 20 different parent involvement activities. When these responses were broken down by high, medium and low policy ratings, there were significant differences (p.= .01) among the three groups on 15 of the 20 activities, with those in the high group consistently giving the highest responses.

There were significant differences in the extent to which these parent activities were offered in elementary schools. Superintendents from districts with a high policy rating (having more policies encouraging parent involvement) also reported that more of the elementary schools in their districts asked parents to (1) hold fund-raisers, (2) assist with school social activities, (3) visit the schools to observe classroom activities, (4) participate in evaluating their own child's classroom performance, (5) participate in classroom instruction, (6) take part in inservice training with school staff, (7) assist in setting the school's educational goals, (8) help evaluate school staff, (9) help evaluate school programs, (10) help identify school needs, (11) do public relations work for the school in the community, (12) identify community resources for the school, (13) organize other parents in a volunteer program, (14) participate in school budget decisions, and (15) even offered training to parents in home tutoring. This pattern of responses suggests there is a positive relationship between the existence of district policies and actual implementation of a wide range of parent involvement activities. Both traditional and non- traditional parent involvement activities were reported as more widely offered in the elementary schools of districts having more policies encouraging parent involvement.

There were no significant differences between the three groups of superintendents in describing how widespread were the practices of (1) parents attending parent-teacher conferences, (2) parents attending "open house" activities, (3) parents chaperoning school activities (these activities reported as offered in "most schools"), and (4) parents participating in hiring and firing school staff (reported as offered in no schools).

b. Response Comparisons of School Board Presidents from Districts with High, Medium and Low Policy Ratings - When responses of school board presidents were broken down by the policy rating of each district, there were fewer items showing significant differences than in the corresponding data from superintendents. In Part One of the survey, there were no significant differences among the three groups (High, Medium and Low Policy Rating) in their responses to 17 of the 20 items. There were significant differences (p.= .01) in response to the statements that (1) the professional training of teachers should be expanded to include courses on working with parents, (2) parents should be involved in some curriculum and instruction decisions, and (3) school districts should provide guidelines to help teachers and principals involve parents. In each case, those from districts with high policy ratings (n = 183) gave a more positive response (indicating agreement) than did those from districts with low policy ratings (n = 235).

In responding to Part Two of the survey, school board presidents were again quite similar in their responses regardless of whether their district had a high, medium or low level of parent involvement policies. Of the 11 items, there was a significant difference among these groups with respect to only 1. Those from districts with high policy ratings saw parent involvement in discipline decisions involving their own children as significantly more useful than did their counterparts from districts with low policy ratings.

When looking at school board presidents' ratings of 7 different parent involvement roles in Part Three, there were no significant differences between those from districts with high, medium and low policy ratings. Again, this pattern is somewhat different than that found in the responses of superintendents.

However, in Part Four there were significant differences between the three groups in responding to 14 of 20 items. This pattern is very similar to that found with superintendents. Those from districts with high policy ratings consistently reported that a higher proportion of elementary schools in their districts involved parents in (1) attending parent teacher conferences, (2) visiting the school to observe class, (3) evaluating their own child's classroom performance, (4) chaperoning school activities, (5) helping with classroom instruction, (6) learning to become home tutors, (7) attending inservice training with school staff, (8) evaluating school programs, (9) doing public relations work for the school, (10) identifying school needs, (11)helping to set the schools's educational goals, (12) identifying community resources for the school and (13) organizing parent volunteer efforts, (14) helping to make school budget decisions.

In contrast, there were no significant differences in their estimates of the proportion of schools offering parent involvement in holding fund raisers for the school, attending "open house" activities at the school, assisting with social activities at the school, and helping their children with assignments at home. Regardless of policy rating level, these activities were reported as being fairly common in the elementary schools. There were also no significant differences across the three groups with regard to two fairly uncommon parent involvement activities: participating in the performance evaluation of school staff and participating in hiring or firing of school staff. These activities were reported as practically never being offered in the elementary schools, regardless of parent involvement policies.

In summary, the most consistent pattern in the analyses of both superintendents' and school board presidents' responses is that school districts reported as having more policies encouraging parent involvement are also described as implementing more parent involvement activities in the schools. This result, together with the positive response given the statements that state and local education agencies should provide guidelines for parent involvement, suggests the importance of having policies which encourage involving parents in the schools.

D. SUMMARY AND DISCUSSION OF RESULTS

This survey was directed at three groups of educational policy makers: district superintendents, district school board presidents, and state education agency officials. The superintendents and school board presidents were given a parallel survey which asked about their attitudes toward specific aspects of parent involvement, about current practices of involving parents in their schools, and about any district policies which encouraged specific types of parent involvement. Selected state education agency officials were also asked about their attitudes toward specific aspects of parent involvement. Instead of asking about district practices, they were asked whether their state department of education provided technical assistance related to specific activities in the area of parent involvement. Also, the state education agency officials were asked about state level policies which encouraged districts to implement specific types of parent involvement.

In Part One of the survey, respondents were asked to indicate whether they agreed or disagreed with twenty statements about parent involvement. Although there was variation in response within all three groups, the mean response for each of the groups tended to be quite similar for many of the statements. In general, they agreed most strongly with statements that teachers should provide parents with ideas about helping with homework, teachers should consider parent involvement part of their job, and teachers should be included in curriculum and instruction decisions, and principals should provide teachers with suggestions for working with parents (see Table 34). However, it should be noted that the response of state education agency officials tended to be more positive than either the responses of the superintendents or those of school board presidents.

There was also great similarity in the negative responses of all three groups. They all strongly disagreed with statements that parents should be involved in administrative decisions, or in the performance evaluation of either teachers or principals.

There was some disagreement among the three groups in that superintendents felt more strongly that parents needed training in order to be involved in school decisions. School board presidents felt more strongly that parents should take the initiative in getting involved in the schools. The state education agency officials felt more strongly that the district should provide guidelines for both the principals and the teachers to help them involve parents in the schools.

In Part Two all three groups of respondents were asked to evaluate the usefulness of having parents involved in eleven school decisions. All three groups had a mean response across the eleven

TABLE 34
SUPERINTENDENTS AND SCHOOL BOARD PRESIDENTS STRONGLY AGREED WITH THESE STATEMENTS

Superintendents (n = 1,200)	Mean
Teachers should provide parents with ideas about helping with school assignments.	3.50
Teachers should consider working with parents as part of their jobs.	3.41
Teachers should be included in curriculum and instruction decisions in schools.	3.38
Principals should provide teachers with suggestions for working with parents.	3.35
Parents need to be trained before they are involved in school decision making.	3.08

School Board Presidents (n = 664)	Mean
Teachers should provide parents with ideas about helping with school assignments.	3.47
Teachers should consider working with parents as part of their jobs.	3.32
Principals should provide teachers with suggestions for working with parents.	3.29
Teachers should be included in curriculum and instruction decisions in schools.	3.23
Parents should take the initiative for getting involved in the schools.	3.11

STATE AGENCY OFFICIALS STRONGLY AGREED WITH THESE STATEMENTS

State Education Agency Officials (n = 30)	Mean
Teachers should be included in curriculum and instruction decisions in the schools.	3.77
Teachers should provide parents with ideas about helping with school assignments.	3.60
Principals should provide teachers with suggestions for working with parents.	3.57
Teachers should consider working with parents as part of jobs.	3.47
School districts should provide guidelines to help principals and teachers involve parents.	3.33

items of about 3.0, the mid-point of the scale. However, there was also a distinct pattern of high and low responses which was quite similar across the three respondent groups.

They each thought parent involvement would be most useful in making placement decisions about placing their children in special education, in evaluating their own child's progress in school, or in disciplinary decisions regarding their own children (see Table 35). They were also relatively positive about involving parents in the more community-oriented decisions related to planning for school desegregation. All three groups were somewhat less enthusiastic about the value of having parents involved in curriculum and instruction decisions such as selecting teaching materials, determining the amount of homework to be assigned, or selecting classroom discipline methods. Again, superintendents, school board presidents, and state education agency officials generally agreed that parent involvement in administrative decisions such as setting priorities for the school budget and hiring or firing school staff was the least useful way to involve parents.

In Part Three of the survey, each group of policy makers were asked to evaluate which parent involvement roles were most important for effective schools. As shown in Table 36, there was agreement between all three groups of policy makers that having parents in the role of Audience and in the role of Home Tutor with their children was most important for effective schools.

There was also considerable agreement across the three groups that parents in the roles of Paid School Staff or Co-learners were least important of the roles presented, although the ratings of the state education agency officials were considerably more positive than those of the superintendents or school board presidents.

There was some disagreement among the three groups about the importance of having parents in the role of Decision Maker. Superintendents and school board presidents tended to give this role a much lower rating than did the state education agency officials. This indicates that local policy makers see the Decision Maker role as much less important in making schools more effective, or perhaps more threatening to their own professional role than do education agency officials.

In Part Four of the survey, superintendents and school board presidents were asked to indicate how many schools in their district offered each of twenty different parent involvement activities. However, the education agency officials were asked to indicate how often their agency provided technical assistance activities related to each of these same parent involvement activities.

In order to compare the relative responses of superintendents, school board presidents and state education agency officials, mean

TABLE 35
SUPERINTENDENTS AND SCHOOL BOARD PRESIDENTS THOUGHT PARENT INPUT WOULD BE MOST USEFUL IN THESE SCHOOL DECISIONS

Superintendents (n = 1,200)	Mean
Placement decisions in Special Education.	2.95
Evaluating their own children's learning.	2.86
Discipline decisions affecting their child.	2.86
Planning for school desegregation.	2.79
Determining amount of homework assigned.	2.43

School Board Presidents (n = 664)	Mean
Evaluating their own children's learning.	2.86
Placement decisions in Special Education.	2.78
Discipline decisions affecting their child.	2.76
Planning for school desegregation.	2.45
Determining amount of homework assigned.	2.28

STATE EDUCATION AGENCY OFFICIALS THOUGHT PARENT INPUT WOULD BE MOST USEFUL IN THESE SCHOOL DECISIONS

State Agency Officials (n = 30	Mean*
Planning for school desegregation.	3.83
Discipline decisions affecting their child.	3.62
Placement decisions in Special Education.	3.48
Determining amount of homework assigned.	3.38
Evaluating their own children's learning.	3.00

TABLE 36
PARENT INVOLVEMENT ROLES CONSIDERED MOST IMPORTANT IN MAKING SCHOOLS MORE EFFECTIVE* ACCORDING TO SUPERINTENDENTS AND SCHOOL BOARD PRESIDENTS

Superintendents (n = 1,200)	Mean
Audience	4.34
Home Tutor	4.16
School Supporter	3.78
Decision Maker	3.15
Advocate	2.99
Paid School Staff	2.95
Co-Learner	2.87

School Board Presidents (n = 664)	Mean
Audience	4.46
Home Tutor	4.27
School Supporter	3.97
Advocate	3.17
Decision Maker	3.14
Co-Learner	2.86
Paid School Staff	2.85

PARENT INVOLVEMENT ROLES CONSIDERED MOST IMPORTANT IN MAKING SCHOOLS MORE EFFECTIVE* ACCORDING TO STATE EDUCATION AGENCY OFFICIALS

State Education Agency Officials (n = 30)	Mean
Audience	4.39
Home Tutor	4.32
Decision Maker	4.11
School Supporter	3.93
Advocate	3.82
Paid School Staff	3.54
Co-Learner	3.54

*Using a 5-point scale where 1 = Not Important and 5 = Very Important.

scores were calculated for each of the activities and they were ranked according to these means. The parent involvement activities most likely to be offered in the schools according to superintendents and school board presidents are shown in Table 37. These most common parent involvement activities correspond to the most traditional roles for parents in the schools. Although their responses are somewhat different, the education agency officials indicated that their technical assistance efforts also were most commonly related to those activities corresponding to traditional parent involvement roles. However, these officials also indicated their agencies were often involved in technical assistance focused on getting parents to assist with the establishment of school educational goals. This activity was not likely to be offered in the schools according to superintendents and school board presidents in this survey.

The parent involvement activities least likely to be offered in the schools according to the superintendents and school board presidents are shown in Table 38. Again, there is a strong similarity between the responses of the superintendents and those of school board presidents. The five activities rated as least likely to be offered in the schools are those which involve parents in hiring or firing decisions, in the performance evaluation of school staff, or in school budget decisions. Also listed as unlikely activities for parent participation are activities to train parents as home tutors, or activities in which parents assist in some way with classroom instruction.

According to the education agency officials, the parent involvement activities least likely to be the topic of technical assistance included parent participation in hiring and firing decisions, parent participation in performance evaluation of school staff, parent participation in fund raising activities for the schools, parent participation in school budget decisions, and parent participation in school inservice activities. A comparision of the responses of all three groups as shown in Table 38, indicates that parent involvement activities corresponding to the role of decision maker are not only least common in the schools but also least likely to be the topic of technical assistance activities offered by the state education agency.

In Part Six of the survey, superintendents and school board presidents were asked if their district had either unwritten or written policies encouraging various types of parent involvement activities. The state education agency officials were asked whether their agency had either unwritten or written policies encouraging the same parent involvement activities at the district level in their states.

In general, a comparison of responses from the district and state level suggests that there are few written policies encour-

TABLE 37
PARENT INVOLVEMENT ACTIVITIES MOST LIKELY TO BE OFFERED IN THE SCHOOLS* ACCORDING TO SUPERINTENDENTS AND SCHOOL BOARD PRESIDENTS

Superintendents (n = 1,200)	Mean
Parents attending school activities such as "open house" or other programs.	3.79
Parents attending parent-teacher conferences regarding their children.	3.56
Parents assisting their children with school assignments at home.	3.42
Getting parents to chaperone for school activities.	3.31
Getting parents to assist with such social activities as pot-luck suppers, coffees, etc.	3.30

School Board Presidents (n = 664)	Mean
Parents attending school activities such as "open house" or other programs.	3.70
Getting parents to asssist their children with school assignments at home.	3.43
Parents attending parent-teacher conferences regarding their children.	3.40
Getting parents to chaperone for school activities.	3.34
Getting parents to assist with such social activities as pot-luck suppers, coffees, etc.	3.27

PARENT INVOLVEMENT ACTIVITIES MOST LIKELY TO BE THE TOPIC OF TECHNICAL ASSISTANCE* OFFERED BY STATE EDUCATION AGENCY OFFICIALS

State Education Agency Officials (n = 30)	Mean
Getting parents to attend parent-teacher conferences regarding their children.	2.86
Getting parents to assist their children with school assignments at home.	2.86
Getting parents to help identify school needs or problem areas.	2.76
Getting parents to attend school activities such as "open house" or other programs.	2.72
Getting parents to assist with the establishment of school educational goals.	2.72

TABLE 38
PARENT INVOLVEMENT ACTIVITIES LEAST LIKELY TO BE OFFERED IN THE SCHOOLS ACCORDING TO SUPERINTENDENTS AND SCHOOL BOARD PRESIDENTS

Superintendents (n = 1,200)	Mean
Participation in decisions about hiring/firing of school staff.	1.03
Participation in evaluation of school staff.	1.13
Participation in school budget decisions.	1.32
Parent participation in activities to train them for home tutoring.	1.56
Parents assisting in classroom instruction.	1.71

School Board Presidents (n = 664)	Mean
Participation in decisions about hiring/firing of school staff.	1.04
Parent participation in the evaluation of school staff.	1.19
Parent participation in school budget decisions.	1.28
Parent participation in activities to train them for home tutoring.	1.48
Parents assisting in classroom instruction.	1.56

PARENT INVOLVEMENT ACTIVITIES LEAST LIKELY TO BE THE TOPIC OF TECHNICAL ASSISTANCE OFFERED BY AGENCY PERSONNEL TO THE SCHOOLS

State Education Agency Officials (n = 30)	Mean
Parent participation in decisions about hiring/firing school staff.	1.10
Parent participation in evaluation of school staff.	1.48
Parent participation in fund raising activities for the school.	1.66
Parent participation in school budget decisions.	2.03
Parent participation in school inservice activities with school staff.	2.17

aging different aspects of parent involvement (see Table 39). Perhaps the most prevalent type of written policy focuses on the rights of parents to participate in placement decisions regarding their own children. The next most prevalent type of policy seems to be that which focuses on informing parents when their child violates the district's discipline policy. Except for these two types of parent involvement, formal policies focusing on involving parents in some aspect of the school seemed to be relatively uncommon, either at the district or the state level.

In addition to these two types of parent involvement, the next most common policy encouraging parent involvement at either the district or state level was a policy focused on encouraging parent participation in decisions regarding educational programs such as Title I, Head Start, bilingual education, or basic skills education.

There was also considerable agreement among the three groups with regard to parent-teacher conferences. Approximately 37% of the superintendents and 41% of the school board presidents indicated their districts had policies encouraging parents to participate in parent-teacher conferences concerning their child's progress. In contrast, about 18% of the education agency officials indicated that their state had a written policy encouraging parents to attend these parent-teacher conferences.

Almost 19% of the education agency officials indicated their state had a policy encouraging parent participation in decisions regarding curriculum and instruction matters such as selection of teaching materials, determining educational goals, and selecting teaching strategies. In contrast, less than 11% of the superintendents indicated their district had such a policy, and approximately 9% of the school board presidents indicated they had such a policy in their district.

In summary, it seems that at the state level, policies related to parent involvement focused on getting parents involved in placement decisions involving their children, getting parents involved in decisions regarding the inclusion of compensatory education programs in their schools, and making sure that parents are informed of any violations of the district's discipline policy by their children. At the district level, policies encouraging parent involvement also focused on getting parents involved in parent-teacher conferences concerning their child's progress. In this region, it seems uncommon for there to be policies at either the state or district level which encourage parent involvement in either curriculum and instruction decisions or in administrative decisions in the schools.

TABLE 39

PERCENTAGE OF SUPERINTENDENTS INDICATING THEIR DISTRICTS HAVE POLICIES ENCOURAGING PARENT INVOLVEMENT

Rank	Types of Parent Involvement	% With Written Policy
1	Parent participation in placement of their child in special education programs.	88.0
2	Informing parents of violations of discipline policy by their children.	79.0
3	Parent participation in decisions regarding educational programs such as Title I, Head Start, etc.	48.0
4	Parent participation in parent-teacher conferences.	36.9
5	Parent participation in decisions regarding the retaining of their children.	25.6

PERCENTAGE OF SCHOOL BOARD PRESIDENTS INDICATING THEIR DISTRICTS HAVE POLICIES ENCOURAGING PARENT INVOLVEMENT

Rank	Types of Parent Involvement	% With Written Policy
1	Informing parents of violations of discipline policy by their children.	83.6
2	Parent participation in placement of their child in special education programs.	64.7
3	Parent participation in parent-teacher conferences.	41.4
4	Parent participation in decisions regarding educational programs such as Title I, Head Start, etc.	32.8
5	Sending information home to parents about school activities.	30.2

INDICATION BY STATE AGENCY OFFICIALS OF POLICIES ENCOURAGING PARENT INVOLVEMENT AT THE DISTRICT LEVEL

Rank	Types of Parent Involvement	% With Written Policy
1	Parent participation in placement of their child in special education programs.	92.9
2	Parent participation in decisions regarding educational programs such as Title I, Head Start, etc.	53.6
3	Informing parents of violation of discipline by their children.	25.0
4	Parent participation in decisions regarding curriculum and instruction such as selection of teaching materials, determining educational goals, etc.	18.5
5	Parent participation in parent-teacher conferences.	17.9

E. CONCLUSIONS AND RECOMMENDATIONS

The focus of the original survey was to ask about parent involvement training in the teacher preparation curriculum for elementary school teachers. Educators in colleges and universities with teacher training programs in the SEDL six-state region were asked about their attitude towards parent involvement in schools, and they were asked if any type of parent involvement training was integrated into their teacher training program. We also asked if they personally taught parent involvement in any way in their courses with elementary education majors.

Teacher educators in the six-state region responded favorably to the general idea of having parent involvement in schools. However, most indicated parent involvement training was not really a component in the curriculum for elementary school teachers at their colleges. This appears to confirm findings by Rutherford and Edgar (1979) who report that the omission of parent involvement training from teacher education curriculum was quite common. Of those who reported that they addressed parent involvement in their teaching, only a few taught a course or even a module on the topic. Most indicated that they tried to weave parent involvement into their courses when it seemed relevant.

The results of the first survey indicated that teacher educators were open to the idea of parent involvement in the schools, although they actually did not spend much time teaching elementary education majors about working with parents. Apparently, though, teacher educators who did provide parent involvement instruction as part of their classes were consistently more positive about parent involvement in education and about parent involvement becoming part of teacher training than the group as a whole (Stallworth, Williams, 1980).

However, it was not clear whether their support of parent involvement included all types of parent involvement activities. This question was partially answered when teacher educators were asked whether parents should have either input or shared responsibility for a variety of school decisions. Their responses indicated that teacher educators as a group did not see parent involvement as a means of allowing parents to share authority in school decisions. While they have positive feelings about parents having more input into such decisions, teacher educators would not give parents any power in the decision-making process (Stallworth and Williams, 1980).

The second and third surveys in this series were designed to assess attitudes and current practices towards parent involvement among elementary teachers and principals. In order to address the problem of multiple interpretations of the term "parent involvement," questions were added which asked about specific types of parent involvement roles and activities. In addition to asking them about their general attitudes towards parent involvement in the schools, teachers and principals were also asked to indicate what specific ways parents could best be involved.

To tie their responses to the previous survey of teacher educators, the teachers and principals were also asked whether they thought parent involvement should be included as part of teacher training, and whether their own college preparation had included this topic. Finally, they were asked to describe the extent of current parent involvement activities in their schools. This provided information about which parent involvement activities were most common in the schools, and allowed a comparison of teachers' and principals' attitudes with current practices.

In responding to the survey, both teachers and principals gave a strong, favorable response to general questions about the value and importance of parent involvement in the schools. Their answers were very similar to those obtained from teacher educators. However, this apparent consensus about the importance of involving parents was clarified by examining their responses to the more specific questions. Both teachers and principals favored the concept of parent involvement, but they much preferred that parents be involved as recipients of information from the school (the Audience role), as volunteers and supporters of school programs (the School Supporter role), or as tutors working with their own children at home (the Home Tutor role). These roles are typically viewed as the more traditional ways of involving parents in schools and education.

Teachers and principals were less positive about the value of having parents involved in less traditional roles such as being advocates for their children (the Advocate role), attending inservice training with school staff (the Co-learner role), or participating in various school decisions (the Decision Maker role).

In summary, both principals and teachers favored increased parent involvement in the schools, but both groups preferred this involvement to be in the traditional ways parents have supported school efforts. Although a small number of both teachers and principals supported the parent roles which involved sharing power in the schools, a substantial majority of both groups did not see this type of parent involvement as valuable.

These attitudes appear to be out of step with the reports that parents are now rejecting the "old, assigned" involvment roles and, instead, are becoming more interested in having an active voice in schools (Steinberg, 1979; Rioux, 1980; Hubbell, 1979; Davies, 1981).

In describing current practices, both teachers and principals reported that their schools did not currently sponsor a wide variety of parent involvement activities. Their descriptions of current practices corresponded somewhat to their own preferences in that the traditional parent involvement activities were apparently much more widespread than those which called on parents to participate in any educational decisions.

The surprising pattern in these results was the fact that even the most traditional, accepted types of parent involvement activities were reported as being atypical of current school practices. Although both groups supported traditional types of parent involvement, they indicated such activities were seldom implemented in their own schools.

The responses from teachers and principals appear to support the contention by Dobson and Dobson (1975) that valuable contributions parents can make by being involved in schools are discounted by traditional approaches to parent involvement. Without broadened attitudes on the part of such educators concerning parent involvement, parent involvement may be (1) limited to these traditional roles, (2) stymied regarding its potential to aid children's education at home and school, and (3) the cause of further parent frustration and alienation (Gordon 1970; Rich, 1978; Hobson, 1975; Erlich, 1981).

With regard to teacher training, teachers and principals agreed with the teacher educators about parent involvement's importance in that it constitutes a growing role for elementary school teachers. They also agreed that parent involvement should be addressed in the undergraduate training curriculum by offering a course on the topic. Most of those responding indicated they had not received any training to work with parents in their own professional preparation. Both principals and teachers agreed that new teachers should receive training to work with parents as part of their undergraduate program.

These data from elementary school teachers and principals support Connor and Sanders (1976), Morrison (1978), and Safran (1979) who stressed the importance of parent involvement teacher training, its increased need for future teachers and the need to make such training part of undergraduate teacher preparation rather than at the inservice level.

In summary, much of the information from the survey of teachers and principals supports the contentions of other educators (Seeley, 1981; Gonder, 1981; Gordon, 1977) that (1) there is need for a change of attitudes of school staff towards parent involvement; and (2) there is also need for a change in school procedures to allow parent involvement to become integrated into the educational process. Both of these changes are seen as critical in forming the partnership between parents and educators which Seeley views as critical to the success of public education (Seeley, 1981).

In order to explore the possibility that parent involvement in the schools was uncommon because of parent apathy, the fourth survey in this series focused on the parents themselves. The survey instrument used with teachers and principals was revised in order to ask parents the same basic questions without using unfamiliar educational terms. Questions about teacher training were excluded from the parents' questionnaire. Instead, they were asked how they thought parent involvement in the schools might be enhanced.

Parents with children in elementary school were targeted for the survey, and they wre contacted through the state and local PTA organizations.

These parents were asked the same questions to assess their general attitude toward parent involvement in the schools. They were asked the same set of specific questions designed to assess their preference among the various types of parent involvement. They were also asked about the extent to which they actually participated in various parent involvement activities in their children's schools.

The responses from parents in the six-state region indicated that their attitudes towards parent involvement were favorable, and even more positive than those of teacher educators, teachers or principals. They indicated a high level of interest in both the traditional parent involvement roles (Audience, School Supporter, and Home Tutor) and in power sharing roles (Advocate, Colearner, and Decision Maker).

When their responses were ranked, parents indicated strongest interest in the traditional parent involvement roles, but a sizeable number of parents also indicated a strong interest in participating in school decisions. Their responses agreed with those of the teachers and principals in that all three groups gave their strongest support to the traditional parent involvement roles. There was a high degree of consensus across the three surveys for increasing parent involvement in these types of roles.

Although parents indicated less interest in becoming involved in more active parent involvement roles, the absolute level of their responses was still quite high, indicating a high level of parent interest in these roles.

The high level of parent interest in these non-traditional roles was contrasted with the low level of support for the roles given by both teachers and principals. This comparison of results suggests that parent apathy is probably not the main barrier to involving parents in either the traditional or the non-traditional roles. Rather, as Sowers, et al (1980) concluded, a most formidable barrier appears to be the lack of eduators' acknowledging parents in the educational process. To achieve a true partnership between and minimize the barriers to parent involvement, it will be necessary for professional educators to accept in their hearts (and minds) that the school is not a professional reserve (Ryan, 1976).

The responses of parents regarding their own participation in parent involvement activities also corresponded closely to the description of current school practices obtained from the teachers and principals. As with the other two groups, there was a marked discrepancy between parents' reported attitudes and their reported behavior. Although few parents reported extensive participation in the schools, when they did participate it was most frequently in activities which related primarily to their own child or to the traditional roles for parents. They helped their children with homework, attended parent-teacher conferences, and open houses, helped with school social activities such as pot-luck suppers, and attended PTA meetings.

In contrast, they indicated that they rarely participated in either curriculum and instruction decisions or administrative decisions at the school. The overall level of their responses also indicated substantial disparity between their reported level of interest and their actual participation in the various parent involvement activities. This pattern was quite similar to that of the teachers and principals. These findings support the conclusion by Seeley (1983) that such typical parent involvement activities indicate a severe underutilization of parents in the educational process. Thus, there appears to be a need for something more than these traditional parent involvement efforts in public schools--something that involves more real collaboration and partnership as parents seem interested in undertaking an expansion of their educational involvement.

During the current year, project staff focused upon policy makers in education to assess their attitudes towards parent involvement, to get their description of current practices in the schools, and to ask them about specific policies which might encourage various types of parent involvement. Such information was deemed critical in determining the extent to which school policymakers valued the slowly emerging trend of parents sharing in the governance of schools as indicated by Morgan (1980). District superintendents and school board presidents, as well as selected state education agency officials, completed parallel survey questionnaires which were also modified versions of the instrument used with teachers, principals and parents.

The results of these three surveys, as described in this report, suggest that the responses of superintendents and school board presidents are very similar to those of teachers and principals. They support the general idea of parent involvement, but when asked specific questions, they indicate moderately strong support for involving parents in the traditional roles in the schools, and substantially less support for the roles which call for power sharing. These findings also seem to support Seeley's (1983) conclusions that parent involvement in school decision making has serious problems as an educational reform or change strategy. He contends that such involvement (1) threatens the power position of professional staff, (2) violates the "official" system of school governance, (3) interferes with the traditional school "democratic" governance system and (4) creates on the part of educators an apparently unacceptable, co-equal status in education with parents. Therefore, the issues revolving around parent involvement through shared governance are perceived quite differently by parents and educators.

Although the size of the sample was small for the state education agency officials (n = 30), the pattern of their responses more closely parallels that of the parents. They indicated very strong support for the traditional parent involvement roles, but they also gave moderately strong support to the roles of Decision Maker, Advocate and Co-learner. The responses from superintendents and school board presidents also correspond to those from teachers and principals in that they describe current practices in their districts as consisting mainly of the more traditional parent involvement activities.

When asked about state and district policies encouraging various types of parent involvement, the most widespread policies were those which encouraged parent participation in special education placement decisions. This response pattern suggests apparent compliance with the requirements of P.L. 94-142. Other fairly common policies were those encouraging schools to inform parents of their child's discipline problems, those encouraging parents to participate in decisions about compensatory programs in the schools, and those encouraging parents to attend parent-teacher conferences. Policies which encouraged parent involvement in curriculum and instruction decisions were very unusual; those encouraging parent participation in administrative decisions were rarer still.

If policymakers see the central issue of parent involvement as school control (Gotts, 1979), perhaps that helps explain their negative reactions to parent involvement in educational governance matters. However, if policymakers understood that creating opportunities for parents to participate in school decisions ultimately leads to strengthening the power of school staff (Cohen, 1978) perhaps a true partnership between parents, teachers, principals, teacher educators, and school governance persons can be built.

The results across all five of the surveys conducted to date consistently demonstrate that parent involvement in the schools can be interpreted in many different ways, and that each of them has its supporters and its opponents. Therefore, whether one is talking about training teachers for parent involvement, implementing parent involvement programs, or developing district policies for parent involvement, it is first necessary to clearly specify how parent involvement is being defined. The following section contains recommendations for teacher training and for promoting parent involvement in the schools. Each recommendation is based upon project results and on a conceptual framework which includes different types of parent involvement.

Recommendations for Teacher Training

1. First, parent involvement should not be taught as a series of unrelated tasks and skills. It should be approached as a developmental sequence progressing from the more traditional types of parent involvement where parents are asked to cooperate with school staff, to the types of parent involvement in which school staff provide services to parents, to the types where parents and school staff work together essentially as partners.

2. In terms of priority, preservice teacher education should focus on providing an overview of the various models of parent involvement as well as providing students with knowledge about potential costs and benefits to be derived from each model.

3. In connection with this survey of parent involvement models, they should also learn how working with parents has the potential to improve the teachers' work, to develop better relationships with their children's parents, and to develop community support for the schools. Parent involvement must be presented to preservice teachers in such a way that it is not viewed as an optional interest area, but instead as a necessary complement to coursework focused on instructional skills.

4. After teaching parent involvement and the reasons for encouraging it, the training sequence should address specific knowledge bases related to each specific type of parent involvement. For example, with regard to involving parents as home tutors, teachers should be taught the differences between teaching children and teaching their adult parents.

5. Once there is motivation to learn about parent involvement and the prospective teachers have mastered the relevant knowledge for each model of parent involvement, they must be given the opportunity to learn and practice the skills necessary to apply that knowledge with parents.

6. Again, as a matter of priority, a preservice training program

might want to focus on the attitudes, knowledge and skills which relate to the most traditional parent involvement roles. Not only are these roles most widely accepted in the schools, but also they are most congruent with the needs of young, beginning teachers in the schools.

7. Inservice training should also begin with a developmental framework for looking at the various models of parent involvement. The results of these surveys indicates that more teachers, more administrators and more parents support the role of parents as audience, but there are also significant numbers in each group favoring the models in which parents and school staff function as partners in the educational process. So involving parents as audience is a good first step, but in a given district, the relationship between parents and the school may already be much more developed.

8. Inservice training should also focus first on attitudes and the teachers' motivation to even begin working with parents. Once this is established, training should move on to knowledge and then to actually developing requisite skills. This sequence of training suggests that inservice training for parent involvement should probably consist of a series of workshops rather than a one day workshop.

Recommendations for Improving Parent Involvement in Schools

1. In addition to providing preservice and inservice training for teachers, principals and other administrators should be included in the training as they often set the rules and norms in the schools. If they are not aware of the benefits of parent involvement, or if they are not skilled in working with parents, they may set norms for the teachers which discourage them from using the skills or knowledge they have acquired.

2. In order to encourage staff at all levels in the district to develop better relations with parents, district policies should be written so that they clearly favor such results. Responses from the superintendents' and school board presidents' surveys indicate that the existence of written policies encouraging parent involvement is related to increased levels of a variety of parent activities in the schools.

3. If the district is designing its parent involvement program, it should again view the various types of parent involvement as a developmental sequence, both from the teachers' and the parents' point of view. Increasing parent involvement in the role of audience requires comparatively less effort and skill on the part of both teachers and parents than would parent involvement as home tutors. Therefore, skill levels and estimates of available time should be considered in deciding which types of parent involvement should be the focus of program efforts.

F. Highlights of Conference Proceedings

Background

The Parent Involvement in Education Project convened a two day working conference on parent involvement and teacher training in Austin on October 6-7, 1983. The conference was specifically designed so that our research staff could present results of a four-year study to practitioners and to elicit their recommendations about using the results to develop guidelines for teacher training. This design was selected to increase communication between researchers and practitioners about parent involvement in the schools. The conference allowed project staff to present results from its four-year parent involvement study and then to obtain recommendations from participants regarding our next year of work. The selected participants were representatives of key parent involvement stakeholder groups:

Goals and Objectives

As its goal, the conference sought recommendations from participants about ways to use project research findings, to develop guidelines and strategies for training elementary teachers in parent involvement.

In order to help ensure the accomplishment of this goal, five objectives for the conference were set forth. They included the following: (1) presenting current views about parent involvement from a national, regional and state perspective; (2) sharing our research findings on attitudes, current practices and policies regarding parent involvement; (3) discussing implications and conclusions derived from our study; (4) determining how to improve the preservice and inservice training of elementary teachers in parent involvement; and (5) generating suggestions/recommendations to keep in mind when developing parent involvement teacher training guidelines and strategies. Associated with each of these objectives was a set of related tasks. The goals and objectives served as a framework for structuring conference activities.

Selection of Participants

The conference was limited to twenty (20) participants representing state education agencies, colleges of education, local school districts and inservice trainers. Project staff used several strategies to select these conferees. Through calls to key persons in state education agencies, we identified SEA persons who were responsible for teacher education/certification. Using contacts at major universities in each state from the SEDL region, we identified persons teaching elementary teacher education, curriculum and instruction and/or parent education/involvement courses. In talking with staff from selected local school districts, we identified persons responsible for inservice education and/or parent involvement programs.

State parent organizations were also contacted to help locate possible invitees to the conference. In order to provide a broader perspective about parent involvement, several persons described as advocates for parent involvement in education were identified and contacted. Also, a member of the State Board of Education in Texas was approached to address parent involvement from a state-wide viewpoint. Altogether, more than thirty potential invitees were included on a list for project staff to communicate with concerning participation in the conference.

As the conference focused on an aspect of teacher training, a decision was made to invite a teacher education person from a university in each of the six states. They could provide the conference with relevant information from those responsible for integrating parent involvement training into teacher preparation. State education agency officials with responsibilities in the areas of staff development/inservice education and teacher education/certification were also invited. These participants could provide insights regarding parent involvement training as a requirement for elementary teachers, and how such training could best be provided for preservice or inservice teachers.

Five persons representing local school districts were also invited to the conference. Their perspectives were considered very useful in learning about existing parent involvement programs in schools, as well as providing ideas about parent involvement training for teachers already in service. Parent organization representatives (PTA) were also invited to the conference. Their perspectives were deemed to be most important in conference discussions about the relevance of various approaches to parent involvement teacher training.

Two invitees to the conference can be described as advocates for parent involvement in education. Their perspectives were considered valuable in helping to make conference outcomes with respect to parent involvement training more comprehensive and relevant. Finally, a member of the Texas State Board of Education was asked to attend the conference. His participation was expected to provide conferees with additional insights regarding parent involvement as part of statewide efforts to improve education. Thus, a total of twenty-two (22) persons tentatively agreed to participate in the conference.

The prospective conferees were sent a letter of invitation outlining conference expectations and other particulars. A return form was included to indicate whether they would be able to participate or not. Initially, a favorable reply was received from each one. Project staff then developed, revised, and finalized conference details. A pre-conference packet was assembled and mailed to participants.

Due to unforseen circumstances, six invitees called to cancel their participation. Fortunately, four of them identified replacement persons who were similar in position, interest and/or involvement with parent involvement and teacher training. Altogether, twenty persons took part in the two-day conference.

Biographic Information

Table 40 shows some of the major demographic characteristics of conference participants. Two invitees from Austin were unable to attend the conference, a local school district representative and a university teacher education representative.

TABLE 40
Demographic Characteristics of Participants Invited to Parent Involvement in Education Project Conference

STATE	NO. OF PERSONS	GENDER		RACE			ORGANIZATION					
		F	M	A	B	H	Parent	SEA	T. Ed.	LEA	Adv.	Other
AR	2	2		1	1		1		1			
LA	2	1	1	2					1	1		
MS	2	1	1	1	1			1		1		
NM	2		2	2				1	1			
OK	2	2		2				1	1			
TX	11	7	4	9		2	2	1	3	3	2	1
NY	1		1	1								
TOTAL	22	13	9	18	2	2	3	4	7	5	2	1

Conference Preparation

Project staff wanted the conference to provide many opportunities for sharing ideas and exchanging information. As a result, small group working sessions, whole group discussion sessions and whole group presentation/interaction sessions were planned as part of the agenda. In addition, an evening meal/informal discussion activity was included. It was felt that this variety of parent involvement opportunities for conferees would enhance their understanding of the important issues/concerns.

Summary of Major Presentations

For each of the whole group sessions, a topic was defined and a person chosen to make the major presentation. There were three of these sessions. The first consisted of three presenters. Dr. David Seeley commented upon the parent involvement movement as he saw it currently occurring across the United States and the incorporation of parent involvement training with elementary teacher preparation. Some of his more salient points were as follows:

- Though parent involvement is a powerful and significant movement around the country, it still remains a small counter-current to the mainstream of educational policy and practices.

- There is something about the whole structure of a public education system that militates against parent involvement. The basic structure is a delegation structure. It is built around the concepts of delegation and accountability. The machinery through which education is delivered is primarily a professionalized bureaucratic and governmental structure which fits the delegation and accountability model. While this kind of approach has its purposes, it does not get at the heart of teaching training or another structure called educational partnership where mutual loyalty and commitment are emphasized.

- Most educational policy people follow the model of a service delivery approach to education where attempts are made to improve schools and deliver better services to the public. While being a somewhat useful approach, it tends to overlook the whole partnership issue.

- In the service delivery model and the government accountability model, the teacher is the lowest rung of the bureaucratic hierarchy. In the partnership model, teachers are not the lowest rung but rather the key operating partners with students and, through students, their parents and the community.

- The ideal focus of the teacher education enterprise should be on developing a partnership relationship between students, teachers, parents and the community.

- Teachers, for the most part, do not receive enough training in parent involvement, especially at the preservice level.

- However, Seeley was somewhat skeptical about the ability of teacher training programs to provide effective instruction regarding parent involvement, partly because students are not ready for it and partly because college professors often are not very good at it. He thinks that parent involvement training for teachers can best be done at the inservice level.

- He cautioned that unless the philosophy of parent involvement is there (throughout the system), inservice workshops and programs are likely to fail.

- Successful academic achievement in schools can never be attained until we create a sense of partnership that draws upon the resources of parents, communities and youngsters themselves who presently are not involved in the process.

- Changes in (school staff) behavior, attitude and orientation must occur if a true partnership in our approach to education is to take place. We will have to move in that direction in order to attain the levels of academic achievement which I think can be accomplished, and which more of the national commissions are saying must be achieved.

The second presenter was Mr. Will Davis who presently serves as a member of the Texas State Board of Education. Mr. Davis addressed his remarks to the issues of who is responsible for children's schooling, and why there needs to be more collegiality between home, school and community in order to improve education. Among the important points he made are the following:

- It is my firm belief that the ultimate responsibility for preparing a child in the public school system is with the parents.

- Standing behind every successful child in school, like the successful man or woman who has a supportive partner in marriage, is a parent who feels that education ranks very high in the values of that family and child.

- I am firmly convinced that it is essentially parent involvement - the parent role, parent stimulation of the child's interest in education - which is the single most important ingredient as to whether the child succeeds in school.

- Large numbers of parents are not taking part in their children's education. Although some schools are reaching out, many parents still remain uninvolved. There is a core group of parents who will not be involved in children's education. I say something like a code of responsibility (for them to agree to and sign) will help bring about more parental involvement. It creates, reaches out, says (to parents) you are involved, you do have a responsibility and in some cases if you don't (accept the responsibility) then don't hold us (educators) accountable--you (parents) are accountable.

- We have a great concern about what appears to be a lack of parent responsibility for their children. The Texas Select Committee on Public Education might propose a code of responsibility for parents to the Legislature. When parents place their children in public schools (in Texas), they will be told there is a parent code of responsibility. The code will spell out specifically what the responsibilities of parents will be.

- We are also going to make recommendations about:

    - requirements for day care/child care facilities and their staff.

    - college of education requirements and preparation of teachers.

    - increasing parent involvement through more direct actions on the part of principals, school boards, superintendents.

    - mandated parent conferences.

- I believe one of the most important ingredients in a successful education system is parental involvement which encompasses parental interest, concern about children, stimulus, direction, sense of values, and participation in the child's journey through the school system.

- Education overall is a big mess that we have allowed ourselves to get into through apathy and disinterest. I think we have to re-establish a concern and I say it starts with the parent. The responsibility for children's education begins at the parent level.

The third presenter was Dr. David Williams of PIEP who presented a brief history of the project's parent involvement studies and how the surveys were planned and implemented. This included brief discussions about target populations, instrument development, survey procedures, and plans for data analyses. Information also was provided regarding limitations of the surveys.

Following these three presentations was an interaction session between presenters and conferees. This was a lively session as comments by the presenters evoked several major questions, concerns and responses from conferees.

Our second whole group session was led by Dr. John Stallworth of PIEP. John's presentation focused on providing conferees with highlights of findings from the parent involvement surveys which compared responses from parents, teachers, principals, superintendents, school board presidents, state department of education officials and teacher educators. The comparative data were presented in tables with a discussion of each table provided.

The discussion by John ended with some preliminary insights regarding what the data appear to mean regarding parent involvement in education. Conferees were able to visualize some of the trends and patterns emerging from responses to the surveys. They also posed questions to help further clarify the data interpretations. The session ended with a charge to conferees to utilize the set of data tables as background for work in their small group sessions.

Summary of Recommendations from Participants

During the entire first day's afternoon and second day's morning sessions, conferees worked in small groups. The group members were pre-assigned to help ensure that each conferee was able to work and to interact with most of the others. Two small group sessions were held on Thursday afternoon and two others on Friday morning.

Each small group session focused on a particular aspect of parent involvement. Group leaders and recorders were also pre-assigned. Again, the conference planners wanted to ensure that all conferees had opportunities for leadership as well as group roles and responsibilities. Four small groups were convened simultaneously for each topic. Groups met in separate meeting rooms with leaders and recorders being provided with written instructions regarding their responsibilities.

The small group sessions were tape recorded. A discussion sheet, flipcharts, note pads, and writing materials were also provided. All groups dealt with the same topic regarding parent involvement and its related set of questions. Topics, however, differed for each of the four small group sessions. The overall responsibility of each group was to develop written recommendations for training elementary teachers to help parents become more involved in their children's education both at home and at school.

In each set of small group sessions, participants discussed and responded to questions regarding attitudes, skills and knowledge needed by teachers, to help them work with parents in specific parent involvement roles. Conferees were also given a working definition for each parent involvement role (i.e., Home Tutor, Co-learner, School Program Supporter, Decision Maker, Advocate and Audience) to keep the discussions focused.

Upon completion of the discussion in each group, the entire group reconvened to present and comment on responses from each small group session.

Highlights of Small Group Discussions

Each of the discussion groups were asked to consider the situation in which parents are involved in the schools as Home Tutors. The role of Home Tutor was defined as parents helping their own children at home to master school work or other knowledge and skills. Members of the discussion groups were asked to describe the attitudes, skills and knowledge teachers should have in order that they might help parents become more effective home tutors.

In terms of attitudes, participants stressed the importance of teachers accepting the responsibility for teaching parents. They suggested that teachers would have to understand the potential benefits to be gained by working with parents before they would be likely to accept the job of helping them be more effective home tutors.

The skills teachers would need to help parents as home tutors included an ability to recognize differing levels of capability and motivation among the parents, an ability to communicate educational concepts without using educational jargon, and an ability to individualize assignments to fit the needs of both the parents and the child.

Teachers were also described as needing an in-depth understanding of the curriculum in order to communicate to parents what is going on at school; a knowledge of literature on child development to determine whether expectations of the child are age appropriate; an understanding of the differences between educating adults and educating children so as not to patronize or talk down to parents; and an understanding of differences between cultural and socioeconomic groups, so they can appreciate the norms and values of the different settings in which children are raised.

When asked whether helping parents become more effective home tutors would involve changes in the professional role of teachers, participants generally felt that working with parents was already part of the professional role of teachers. However, there was often a discrepancy between the role prescribed by their profession and the job description prescribed by their school district. They indicated that teachers were rarely given time off from their regular teaching duties to give this sort of individualized attention to parents. They suggested that this part of a teacher's professional role is likely to be neglected if the teacher is working in a school district which does not provide adequate time for working with parents. In such a situation, the parents of children with school problems may be the only ones receiving individual help from the teacher.

In making their recommendations about teacher training, participants agreed there should be a parent involvement component which addressed the benefits to be derived from helping parents become home tutors, taught teachers how to teach adults, taught them basic communication skills, and provided them with actual experience working with parents as part of their student teaching.

The next topic addressed in the small discussion groups was parent involvement as Audience and as School Program Supporter. The role of Audience was defined as parents attending school performances, cooking for bake sales, and responding to messages and announcements from the school.. The role of School Program Supporter was defined as a more active role in which parents come to the school to assist in such activities as being a classroom volunteer, chaperoning a trip or party, or organizing fund raising activities for the school. These two roles are recognized as the most common, traditional roles played by parents in the schools. Again, the participants were asked to describe attitudes, skills and knowledge teachers need to acquire in order to help parents become more effctive in these roles.

As in the discussion about home tutors, the participants suggested that teachers must somehow develop a positive attitude toward working with parents, and this could be done by pointing out the potential benefits of this relationship. Once teachers have an awareness of these benefits, they may more likely be motivated to work with parents.

In addition to a positive attitude and motivation, participants suggested that teachers should develop communication skills, an ability to involve parents at the appropriate level, an ability to relate to parents in an informal setting without the professional teacher role, and an ability to communicate with adults as well as children.

Again, participants said teachers needed to have complete knowledge about the activities of the school and its cultural components so they can know how to best involve parents. They also restated the need for teachers to know about differing cultural environments in their community, so they can make appropriate requests of the parents.

The consensus of participants seemed to be that helping parents become involved as Audience and School Program Supporter is already included in the professional role of teachers. However, they also agreed that teachers might benefit from more comprehensive training in parent involvement. They cautioned that the culture of the individual school could be more important than additional training in determining whether teachers actually involved parents or not.

In the discussion of teacher training, the value and feasibility of pre-service versus inservice training was compared. Conference participants from universities pointed out that colleges of education were currently under increased pressure to increase both the liberal education and the professional education of teachers. They also stated that when they increased the course load for prospective teachers, many students left education for other fields. The point was also made that many undergraduate education majors are not parents, have little contact with parents, and do not see the relevance of parent involvement training in the curriculum. These two positions suggest that parent involvement might best be addressed as a topic in inservice training, rather than trying to integrate it into the preservice preparation of teachers.

In response to this suggestion, participants who conduct inservice training stated that schools customarily allocate small budgets to the inservice effort and that the training often consists of 1/2 day and 1-day presentations. The inservice trainers suggested that even though teacher interest in parent involvement might be greater when they were actually employed in the schools, the training and skills discussed here were too much to ask of an inservice training effort.

The third topic of discussion was somewhat different in that participants were asked to describe the attitudes, skills and knowledge teachers should acquire to help them work with parents involved in making school decisions. In contrast to the roles previously discussed, the role of Decision Maker begins to involve parents and teachers as equal partners, sharing responsibility for educational choices of the school. For this discussion, Decision Maker was defined as parents participating in school decisions by serving on such entities as an advisory board, a school committee, or a governing board.

Participants pointed out that teachers, principals, and the entireschool might need to shift their attitudes to accomodate this parent involvement role. It might be a little more difficult to see the potential benefits of working with parents as decision makers, than it was to see the benefits of home tutors, audience, and school program supporters. Nevertheless, participants pointed out it was necessary for educators in the schools to somehow develop a positive attitude toward parents as decision makers in order for these relationships to be effective.

There was much more clarity with regard to the skills teachers should have. Participants suggested that teachers should first aquire the skills they themselves would need to become decision makers. Such skills might include the ability to conduct committee meetings, to elicit involvement and commitment from committee members, to work as a team member on projects, the ability to negotiate conflicts, and to explain the details of school programs and procedures.In addition, teachers should also develop the ability to be diplomatic in their dealings with parents.

Specific knowledge which teachers should acquire included a thorough knowledge of the school and district procedures, an awareness of the power structure in the community, a knowledge of parliamentary procedures to assist in conducting productive meetings, and a knowledge of the legal rights of parents in the public school system.

Participants generally agreed that working with parents in the Decision Maker role would be a significant expansion of the traditional role of teachers. As such, the skills and knowledge described as desirable for teachers seemed less likely to be included in the preservice teacher training curriculum. However, the group seemed felt that if teachers acquired more of these skills, they could go a long way toward promoting a real partnership between parents and teachers. Again, participants cautioned that since principals set many of the rules for parent involvement in schools, the partnership would not exist unless principals also acquired the skills necessary to work with parents as decision makers.

Because the attitude, skills and knowledge described by participants were admittedly quite different from those traditionally taught in training new teachers, the recommendations regarding training were not as clear or as specific as in the previous discussions. This kind of parent involvement role seemed to require an expansion of the traditional roles of teachers. Thus, the first job of teacher preparation might be to focus on helping prospective teachers to understand how working with parents as decision makers could enhance their success as teachers in the schools. However, given the complexity of skills mentioned by participants and the constraints previously mentioned regarding an increase in course requirements for prospective teachers, it would appear that such skills and knowledge might be more effectively addressed through on-going inservice teacher training.

In their final session, the small discussion groups were asked to consider parents involved in the roles of Co-Learners and Advocates. They specifically were asked to describe the attitudes, skills and knowledge teachers should acquire to help them work with parents in each of these roles. The role of Co-Learner was defined as parents attending inservice workshops with teachers and principals to learn about topics such as instructional methods, child development, or classroom organization and management.

Participants again pointed out the importance of having teachers accept parents in the role of Co-Learners. This acceptance would involve teachers being willing to relinquish their role of expert in the school, and to have a positive attitude toward working with parents as equals. As this parent role does not specifically involve decision making, it seems to pose less risk to teachers and principals. Still, it would be important for teachers to see the potential benefits of accepting parents as Co-Learners in order for them to develop a positive attitude. Participants mentioned that the practice of involving parents in inservice training was somewhat atypical of schools in their states, so it was not really clear what benefits were to be derived from implementing this type of parent involvement.

Although many of the skills mentioned were similar to these which teachers should acquire for other parent involvement roles, participants felt the role of Co-Learner particularly called for teachers to have improved communication skills, an ability to share their expertise as teachers, and an ability to function as a change agent in promoting the idea of parent-teacher partnership.

In the role of Co-Learner, the knowledge teachers needed to acquire was similar to the knowledge mentioned in the discussion of the other roles. Participants felt it was still important for teachers to have a solid knowledge of the organization and procedures of their school district. They also mentioned that teachers needed to know the curriculum and how it applied to individual children.

Again, participants said that accepting parents as co-learners involved an expansion, rather than a change, of the teacher's professional role. This suggests that role expansion was seen as rather small in magnitude and not inconsistent with the traditional role of teachers.

When the discussion focused on recommendations for teacher training to prepare them for working with parents as co-learners, participants again mentioned the importance of socializing teachers to see the value in working with parents as equals in the learning process. There was some concern that this attitude was contrary to the efforts of some teacher preparation programs which focus on the teacher as an expert in education. In order for pre-service training to be able to educate teachers about the value of the co-learner relationship, it seems there will have to be some sort of reconciliation between the teacher as expert and the teacher as peer. Participants in one group pointed out that certain topics lend themselves to the co-learner relationship, for instance, discussion of drug abuse. In reality, neither the parents nor the teachers are likely to be experts, and each group would have valuable insights to contribute. However, other areas, such as curriculum design might really be areas in which the teachers are experts. It might be inappropriate to expect teachers to assume the role of co-learners for such topics.

Participants also mentioned that certain skills could be learned in the preservice training program (e.g. communication skills). Knowledge of the school's organization, procedures and curriculum could only be approached through inservice training after teachers became employed in their respective schools.

When participants discussed teachers working with parents in the Advocate role, they discovered there were similarities between this role and the roles of both Decision Maker and Co-learner. The role of Advocate was defined as parents making proposals aimed at changing existing policies, practices or conditions in the school system or school building, as well as voicing opinions about needs, concerns or issues related to education. Participants in each of the small groups described attitudes, skills and knowledge teachers should acquire to help them work with parents in the Advocate role.

In terms of attitudes, participants felt teachers and educators probably needed to be retrained to begin thinking of parent advocates in a positive way. There was some discussion about the difficulty of this task in that their experiences with parents in the Advocate role may have been negative. One suggestion was made that if parents were educated about the role of advocate in the schools, then teachers and administrators might be more inclined to have a positive attitude toward them.

As with the role of Decision Maker, participants felt the most important skills for teachers were communication skills. A teacher needed to be able to listen to the concerns of parents without becoming defensive or hostile. In addition, teachers needed the ability to verbally explain the organization and procedures of the school district to parents. They also need the ability to describe the school curriculum and to explain how it relates to children.

Participant suggestions about specific knowledge teachers should have mainly included comprehensive knowledge about the school system, its organization, and its policies and procedures. They also stressed the value of having teachers really understand the educational goals and curriculum of their school in order to adequately respond to parents' questions. Knowledge of both the system and the curriculum were considered most important by participants in the discussion groups. Hopefully, this knowledge base could be shared with parents using the communication skills mentioned previously. Participants also believed that teachers needed to know the legal rights parents have in the public schools. This knowledge would help teachers understand the role of parent Advocates and district procedures for hearing parents' concerns.

Although participants felt that working with parent advocates again involved an "expansion" rather than a "change" in the teacher's role, the consensus seemed to be that teachers were generally not trained to work with parent advocates in their undergraduate training. Several participants indicated that this might be true for elementary education majors, but those in the field of special education had been receiving such training for at least the past 5 years. Due to the requirements of P.L. 94-142, teachers in special education have increasingly worked with parents in developing individualized education plans and in increasing the scope of educational services offered by the schools.

When asked for recommendations about preservice and inservice training as they relate to teachers' attitudes about parent advocates, participants suggested that change might come more quickly if it began with pre-service training. They also mentioned that the improved communication skills for teachers could begin to be addressed at the pre-service level. However, much of the knowledge about the district and the curriculum would generally have to wait until teachers were on the job, included in inservice training.

In summary, some of the parent involvement roles presented to conference participants were seen as moderate extensions of the duties already required of teachers. Since they were already similar to the professional role of teachers, participants indicated that the major concerns should be to demonstrate the potential benefits of working with parents in these roles and to try to increase certain skill and knowledge areas in teacher training. The parent involvement roles which would seem to require little attitude change include Home Tutor, Audience, and School Program Supporter. In their recommendations about teacher training, some participants suggested the skills should be acquired through pre-service training while others felt they should wait until inservice training.

In contrast, the parent involvement roles of Decision Maker, Co-learner and Advocate seemed to require more of a change in the professional role of teachers. For these roles it might be necessary to focus more on changing teacher attitudes before any attempt is made to teach the desired skills. Although there was considerable discussion of this point, it seems logical that this change of attitude should at least begin during professional training and not be left entirely to inservice training. With regard to additional skills and knowledge needed by teachers, participants were divided about whether they should be provided through inservice or preservice training.

A Collegial Approach: Barriers to Including Parent Involvement as Part of Teacher Training

After the results of each small group discussion had been presented in general sessions, the full group discussed some of the problems and suggested solutions for getting parent involvement included in teacher training.

Participants from local school districts suggested that adding new duties to the already overburdened teachers would undoubtedly encounter resistance. They pointed out that teachers are being asked to do more than ever before, yet they rarely are given compensatory time for the extra effort required. In addition, they generally receive low wages and are not compensated for undertaking greater responsibilities. One participant suggested that teachers would have to be shown how parent involvement could improve their job in order to motivate them to learn more about working with parents. Another participant suggested that the district superintendent could help promote teacher acceptance of parent involvement by providing district guidelines and policy on the subject. There seemed to be general agreement that changes at the district level could be implemented more quickly than changes in state board of education rules, or changes in the teacher training curriculum at universities.

Representatives from teacher colleges and universities described the economic constraints which face them as they consider changes in the teacher training curriculum. They pointed out that when they add course requirements to their teacher training program, two things tend to happen: students may change their majors in favor of shorter programs, or choose to attend other colleges. The immediate impact of these events is to reduce the faculty in the college of education. Therefore, there is also considerable resistance on the part of education faculty to expand the already full curriculum for teachers. One solution suggested by this group was to add a parent involvement "component" to existing courses, rather than adding a whole new course. Another solution was to have the state education agency require the curriculum change for all accredited programs in the state. This would at least reduce the problem of losing students to other schools.

Participants from the state education agencies indicated they were willing to provide state-wide regulations, but they also saw constraints. They reminded the other conferees that advocacy groups were asking them to require teachers to take more math and science, to understand multicultural education, to learn more about teaching basic skills, and classroom management, etc. They agreed that one approach is to recommend that teacher training included a "component" rather than a course which would address each need. Although this provided each college with some flexibility about how to integrate new topics into the curriculum, it was difficult to provide any assurance that the component in one college was equivalent to the component at another. Other participants also pointed out that the state board of education often responded to public pressure, and that there really did not seem to be much public pressure for increased parent involvement at this time.

The discussion then shifted to the role of parent or advocacy groups in promoting increased parent involvement. Although groups such as the PTA do promote parent involvement, it seems that much of their effort is directed to getting teachers and school districts to adopt more parent-oriented programs. Those who had been involved in such parent groups suggested that their concentration on the local district was a result of frustration with the lack of ability to influence either state agencies or teacher training institutions.

After this, the discussion focused again on the local district. It was suggested that local districts might be able to implement parent involvement programs, but they might also have some power to communicate with teacher training programs. As prospective employers, they might be able to persuade colleges to include specific skills in the curriculum which corresponded to the programs favored by the district. In addition, they might fill college classes with inservice teachers if the course topics were relevant to district needs.

They might also be able to effect changes within the state department of education by providing examples of how parent involvement had improved the schools in their community. The implication of this last discussion was that the local schoolboard and the local superintendent could be powerful factors in not only implementing parent involvement programs, but also in changing teacher training to include a parent involvement component.

Conference Evaluation

At the conclusion of the conference, participants were asked to complete an evaluation form (Appendix B) to assess the conference's goals and objectives, the usefulness of each session, and whether available time was adequate for each of the sessions. They were also asked to evaluate their own level of participation, indicating where they contributed and learned the most from discussions.

In the first part of the evaluation, participants gave generally high responses to the six questions about conference goals and objectives. Using a 5-point rating scale where 1 = not successful and 5 = very successful, they indicated the strongest favorable response to the general question of whether the conference met its goals ($x = 4.50$). As shown in Table 41, their responses also indicated they felt the conference was successful in presenting a variety of current views about parent involvement ($x = 4.44$), and in determining how teacher training could be enhanced ($x = 4.31$). Although their evaluations were still positive, they were somewhat lower in evaluating the conference's success in producing a set of training recommendations for teachers ($x = 4.25$), in presenting the findings of a regional study on parent involvement ($x = 4.19$), and and in drawing conclusions from the findings of the regional study ($x = 3.94$).

TABLE 41

Rank Order of Participants' Evaluation of Success In Meeting Conference Goals and Objectives*

CONFERENCE GOAL AND OBJECTIVES	MEAN RESPONSE
To what extent was the conference successful in:	
Meeting its goal of obtaining suggestions/recommendations from conferees which will be used in the development of guidelines and strategies to help train elementary teachers for parent involvement.	4.50
Presenting current views about parent involvement.	4.44
Determining how the roles, knowledge and skills of teachers could be enhanced with preservice and inservice training for parent involvement.	4.31
Producing a set of suggestions/recommendations for use in developing guidelines and strategies to help train teachers for parent involvement.	4.25
Discussing findings from a regional study of parent involvement.	4.19
Presenting implications and conclusions from the regional parent involvement study findings.	3.94

*Using a 5-point rating scale where 1 = Not Successful and 5 = Very Successful.

In evaluating the usefulness of specific aspects of the conference, the participants again used a 5-point rating scale. In this scale, 1 = not at all useful and 5 = very useful. As shown in Table 42, their ratings indicated they thought the small group sessions were most useful (x = 4.69), followed closely by the whole group sessions (x = 4.50), and the small group summation reports to the other groups (x = 4.38). They also gave a favorable rating to the session entitled "Collegial Approach" which discussed barriers to parent involvement at the district, state and university levels (x = 4.25). They gave favorable, but somewhat lower ratings to the usefulness of the informal evening session (x = 4.19), and the pre-conference materials they received (x = 4.06). Their lowest rating went to the session focused on "where to go from here" (x = 3.25). This may be because the group had already discussed recommendations for next steps, so this session was curtailed.

Conference participants were asked to indicate whether adequate time had been available for each of the activities offered. Again, they used a 5-point rating scale, where 1 = not enough time and 5 = more than enough time. Their responses tended to be in the middle of the scale, indicating there was generally enough time for conference activities. Their responses are shown in rank order in Table 43. Because the mid-point of the scale was probably the optimal response, it seems that participants felt time was at least adequate for all aspects of the conference. However, when the distribution of responses is examined, it seems that some participants felt there was not enough time for the small groups, but more than enough time was available for having the small groups report back to the group as a whole.

In responding to a question about the level of involvement of conferees in the small group discussions, participants indicated that most took part in the discussions. When asked about the part of the conference in which they contributed the most, nine participants listed the small group sessions, while one listed the general session Thursday, another listed the informal evening session, another listed one-to-one conversations with other participants, and one wrote in concepts of parent involvement.

When asked to list the parts of the conference from which they gained the most, five participants listed the large group sessions, four listed the small group sessions, two listed the entire conference, and one each listed the presentors, the general group discussion, and the final wrap-up session.

In summary, the evaluation of the conference by participants indicated the conference was quite successful in meeting its objectives. In addition, the evaluation provided project staff with information which will be useful in planning such conferences in the future.

TABLE 42

Rank Order of Usefulness of Various Conference Parts According to Participants

CONFERENCE ASPECTS	MEAN RESPONSE
How useful were the following aspects of our conference:	
Small group sessions.	4.69
Whole group sessions.	4.50
Small group summation reports.	4.38
"Collegial Approach to Parent Involvement Training Session."	4.25
Hosted evening session.	4.19
The pre-conference materials.	4.06
"What Can We Do - Where Do We Go From Here Session."	3.25

---

*Using a 5-point rating scale where 1 = Not At All Useful and 5 = Very Useful.

TABLE 43

Rank Order of Participants' Evaluation Regarding Sufficient Time for Various Conference Parts*

CONFERENCE SCHEDULE	MEAN RESPONSE
To what extent was there sufficient conference time for:	
Small group reports.	3.69
Interaction with conference staff.	3.63
Interaction among conferees.	3.38
Presenters.	3.19
Interaction with presenters.	3.13
Small group sessions.	3.00

*Using a 5-point rating scale in which 1 = Not Enough Time, 3 = Generally Enough Time, and 5 = More Than Enough Time.

G. REFERENCES

Abbott, J. L. "Community Involvement: Everybody's Talking About It." National Elementary Principal, 52, pp 56-59, 1973.

Alden, J. W. "Needed: A Broader Definition of Citizen Participation." Partners: Parents and Schools, edited by Ron Brandt. ASCD: Washington, D.C., 1979.

Blankenship, A. H. "Local School Systems Benefit by Citizen Cooperation." In Citizen Cooperation for Better Public Schools, 53rd Yearbook of the National Society for the Study of Education. Chicago: University of Chicago Press, 1954.

Boyer, E. L. "High School: A Report on American Secondary Education." Report for Carnegie Foundation for the Advancement of Teaching. Princeton, 1983.

Boyer, E. L. and Feistritzer, C. E. "The Condition of Teaching: A State by State Analysis." Technical Report for The Carnegie Foundation for the Advancement of Teaching. New Jersey: Princeton University Press, 1983.

Cohen, D. K. "Reforming School Politics." Harvard Educational Review, Vol. 48, pp 429-447, 1978.

Comer, J. P. School Power. New York: MacMillan, The Free Press, 1980.

Conner, J. and Sanders, Frank. "Involving Parents in The Total School Program." Paper presented at Region IV Conference on Parent and Early Childhood Eduation. Hollywood, Florida: May 1976.

Davies, D. "Citizen Participation in Decision Making in the Schools." In Communities and Their Schools, Don Davies (Ed.). New York: McGraw-Hill, 1981.

Dobson, R. and Dobson, J. S. "Parental and Community Involvement in Education and Teacher Education. ERIC Report: ED 100 833, February 1975.

Epstein, J. L. "Effects on Parents of Teacher Practices of Parent Involvement." Report No. 346. Baltimore, Maryland: Center for Social Organization of Schools, The Johns Hopkins University, October 1983.

Erlich, M. I. "Parental Involvement in Education: A Review and Synthesis of the Literature." In Revista Mexicana de Analisis de la Conducta, Vol. 7, No. 1, pp 49-68, 1981.

Fantini, M.D. "The Parent As Educator: A Home-School Model of Socialization." In Parenting in A Multicultural Society, M. D. Fantini and R. Cardenas (Eds.). New York: Longman, Inc., 1980.

Gardner, D. P. "A Nation at Risk: The Imperative for Educational Reform." Report to Nation and Secretary of Education, National Commission on Excellence in Education. Washington, D. C.: April 1983.

Gordon, I. J. Parental Involvement in Compensatory Education. Urbana, Illinois: University of Illinois Press, 1970.

Gordon, I. J. "The Effects of Parent Involvement on Schooling." In Partners: Parents and Schools, Ronald Brandt (Ed.). Alexandria, Virginia: ASCD, 1979.

Gotts, E. E. "Legislated Roles of Parent Involvement and Current School Practices." Paper prepared for NIE Education Conference. Washington, D. C.: December 10-11, 1979.

Hanford, G. H. "Academic Preparation for College." Eduational Equality Project of College Entrance Examination Board. New York: College Board, 1983.

Henderson, A. (Ed.). Parent Participation - Student Achievement: The Evidence Grows. Columbia, Maryland: National Council for Citizens in Education, 1981.

Hobson, P. J. "The Partnership with Title I Parents." In Partners: Parents and Schools, edited by Ron Brandt. Washington, D. C.: ASCD, 1979.

Hubbell, N. S. "Some Things Change Some Do Not!" In Partners: Parents and Schools, edited by Ron Brandt. Washington, D. C.: ASCD, 1979.

Hunt, J. B., Jr., et al. "Action for Excellence." Report by Task Force on Education for Economic Growth. Denver, Colorado: Education Commission of the States, 1983.

Hunt, J. B., Jr. and Hamburg, D. "Education and Economic Progress: Toward A National Education Policy." Report for Carnegie Corporation. New York: 1983.

Morgan, S. R. "Shared Governance: A Concept for Public Schools." The National Association of Secondary School Principals Bulletin, Vol. 64, No. 432, January 1980.

Morrison, G. S. Parent Involvement in the Home, School and Community. Columbus, OH: Charles E. Merrill Pub. Co., 1978.

Phelps, J. H. and Arends, R. I. "Helping Parents and Educators to Solve School Problems Together: An Application of Organization Development." University of Oregon: Center for the Advanced Study of Educational Administration, 1973.

Rich, D. and Jones, C. *The Three R's Plus: Teaming Families and Schools for Student Achievement*. Rockville, MD: Reproductions, Inc., 1978.

Rioux, W. *You Can Improve Your Child's School*. New York: Simon and Schuster, 1980.

Rutherford, R. B., Jr. and Edgar, E. *Teachers and Parents: A Guide to Interaction and Cooperation*. Boston: Allyn and Bacon, Inc., 1979.

Ryan, C. *The Open Partnership: Equality in Running the Schools*. New York: McGraw-Hill, 1976.

Safran, D. "Preparing Teachers for Parent Involvement." In *Community Participation in Education*, Carl Grant (Ed.). Boston: Allyn and Bacon, 1979.

Seeley, D. S. *Education Through Partnership: Mediating Structures and Education*. Cambridge, MA: Ballinger, 1981.

Seeley, D. S. "Home-School-Community Partnership As An Educational Reform Strategy." Report prepared for the Charles Mott Foundation, May 1983.

Sizer, T. R. "A Celebration of Teaching: High Schools in the 1980's." Report for National Association of Secondary School Principals and the Commission on Educational Issues of the National Association of Independent Schools. A Study of High Schools by NASSP, Reston, Virginia, 1983.

Steinberg, L. S. "The Changing Role of Parent Groups in Educational Decision Making." In *Partners: Parents and Schools*, edited by Ron Brandt. Washington, D. C.: ASCD, 1979.

Sowers, J. T., et al. "Parent Involvement in The Schools: A State of The Art." Newton, MA: Education Development Center, 1980.

Stallworth, J. T. and Williams, David L., Jr. Final Report to NIE: Southwest Parent Education Resource Center, Area Focus One - Parent Involvement and Preservice Teacher Education. Grant No. 400-80-0107, November 30, 1980.

Stallworth, J. T. Final Report to NIE: A Survey of Elementary School Teachers Regarding Parent Involvement in Elementary Schools. Grant No. 400-80-0107, November 30, 1981.

Williams, David L., Jr. Final Report to NIE: A Survey of Elementary Principals Regarding Their Attitudes Toward Parent Involvement Issues. Grant No. 400-80-0107, November 30, 1981.

Wood, R. "Making The Grade." Report of Twentieth Century Fund Task Force on Federal Elementary and Secondary Education Policy. New York: 1983.

APPENDIX A
Seven Questionnaires Used in Parent Involvement in Education Surveys

SA -

March 14, 1983

Dear Superintendent:

The Southwest Educational Development Laboratory is gathering information from key people about parent involvement. During the last three years, we have obtained information from teacher educators, parents, teachers and principals in six states. This year we are asking local school board members, local school superintendents, and selected state department of education officials for their perspectives about parent involvement. The states include Arkansas, Louisiana, Mississippi, New Mexico, Oklahoma, and Texas.

The state school administrator association in your state has been informed and consulted regarding this survey. It has helped us develop the questionnaire and has agreed to suggest ways of disseminating the results. It also has announced the survey in correspondence recently sent to you. We are pleased to be working with the association and appreciate the assistance provided.

Please complete the enclosed questionnaire and return it in the postage-paid, self-addressed envelope by March 31, 1983. We are anxious to hear from you concerning parent involvement in education. An executive summary of survey results will be sent to you when the study is completed.

All responses contained in the questionnaire will be kept strictly confidential. Each questionnaire has a code number for mailing and return verification purposes. Feel free to write any comments at the end of the questionnaire. We sincerely appreciate you taking time from your busy schedule to complete this questionnaire. Again, thank you.

Sincerely,

David L. Williams, Jr.

David L. Williams, Jr. (Dr.)
Director
Division of Family, School
and Community Studies

Enclosures

SOUTHWEST EDUCATIONAL DEVELOPMENT LABORATORY
211 EAST SEVENTH STREET
AUSTIN, TEXAS 78701

PARENT INVOLVEMENT QUESTIONNAIRE (PIQ)

General Instructions

There are 6 parts in this questionnaire. Please be sure to complete each part.

For each part, the response scale and marking instructions are slightly different. Be sure to read the information contained in the box ☐ which precedes each part.

Remember: The identification number in the box on the cover helps us to (1) keep track of returned questionnaires, and (2) identify those to whom reminders should be sent. It will not be used to violate our guarantee of confidentiality regarding your responses.

The questionnaire takes approximately 20 minutes to complete. Thank you.

© 1983, Southwest Educational Development Laboratory
Austin, Texas

PART ONE - PARENT INVOLVEMENT IN ELEMENTARY SCHOOLS

The statements below describe a wide range of opinions related to parent involvement in the elementary schools.

To what extent do you agree or disagree with each statement below? Circle the number of your answer.

STATEMENTS	Strongly Disagree	Disagree	Agree	Strongly Agree
1. Teachers should provide parents with ideas about helping children with school work at home.	1	2	3	4
2. Parent involvement should take place only through parent organizations like the PTA.	1	2	3	4
3. Principals should provide teachers with suggestions for working with parents.	1	2	3	4
4. Teachers should consider working with parents as part of their jobs.	1	2	3	4
5. Teachers should be allowed to participate in decisions related to curriculum and instruction at their schools.	1	2	3	4
6. Parents should be involved in the job performance evaluation of principals.	1	2	3	4
7. Teachers should be responsible for getting parents involved in the schools.	1	2	3	4
8. Parents should be involved in school administrative decisions such as teacher selection, equipment purchases, teacher assignments, etc.	1	2	3	4
9. Parents should be involved in the job performance evaluation of teachers.	1	2	3	4

	STATEMENTS	Strongly Disagree	Disagree	Agree	Strongly Agree
10.	Parents should take the initiative for getting involved in the schools.	1	2	3	4
11.	Parents should focus on assisting their schools by volunteering time for school projects such as school plays, open houses, bake sales, etc.	1	2	3	4
12.	Principals should take the initiative to get parents involved in the schools.	1	2	3	4
13.	Parents should focus their involvement on helping their own children with school assignments at home.	1	2	3	4
14.	The professional training of teachers should be expanded to include courses on working with parents.	1	2	3	4
15.	State Departments of Education should suggest guidelines for parent involvement at the district level.	1	2	3	4
16.	Parent involvement in schools probably has little effect on children's academic success.	1	2	3	4
17.	Parents should have the final say in educational decisions directly affecting their own children.	1	2	3	4
18.	Parents should be involved in school curriculum and instruction decisions such as setting educational goals, selecting teaching materials, setting grade standards, etc.	1	2	3	4
19.	School districts should provide guidelines to help teachers and principals involve parents in the schools.	1	2	3	4
20.	Parents need to be trained before involvement in school decision making.	1	2	3	4

PART TWO - PARENT PARTICIPATION IN SCHOOL DECISIONS

In some elementary schools, parents are asked to serve on committees which help educators in making a variety of decisions. Listed below are a number of decisions faced by these committees.

> How useful do you think it would be to have parents involved in the following school decisions? Circle the number corresponding to your answer.

	DECISIONS	Not Useful	Somewhat Useful	Neutral	Useful	Very Useful
1.	Determining the amount of homework assigned to pupils.	1	2	3	4	5
2.	Choosing classroom discipline methods.	1	2	3	4	5
3.	Selecting teaching materials such as textbooks, workbooks, films, etc.	1	2	3	4	5
4.	Placing their own child in any special program such as programs for gifted children, special education programs for children with learning disabilities, etc.	1	2	3	4	5
5.	Evaluating how well their own children are learning.	1	2	3	4	5
6.	Hiring principal and teachers.	1	2	3	4	5
7.	Determining priorities for the school budget.	1	2	3	4	5
8.	Planning for school desegregation.	1	2	3	4	5

	DECISIONS	Not Useful	Somewhat Useful	Neutral	Useful	Very Useful
9.	Deciding how much emphasis should be placed on curriculum content such as multicultural education, bilingual education, basic skills education, etc.	1	2	3	4	5
10.	Firing principal and teachers.	1	2	3	4	5
11.	Participating in discipline decisions involving their own child.	1	2	3	4	5

PART THREE - ROLES FOR PARENTS IN THE ELEMENTARY SCHOOLS

Research suggests that parent involvement is an important factor in effective schools. Parent involvement can be described according to the following roles. There are many different opinions about which roles might be most important for effective schools.

> Please indicate the extent to which you think each role could be important in making schools more effective. Circle the number of your answer.

ROLES	Not Important		Important		Very Important
1. Paid School Staff - working in the school as an aide, parent educator, assistant teacher, assistant librarian, or other assisting role	1	2	3	4	5
2. School Program Supporter - coming to the school to assist in activities such as being a classroom volunteer, chaperoning a field trip or party, organizing fund-raising school activity, etc.	1	2	3	4	5
3. Home Tutor - helping their own children at home master school work or other educational materials.	1	2	3	4	5
4. Audience - supporting their child as a member of the school community by attending school performances, baking for bake sales, responding to messages and announcements from school.	1	2	3	4	5

ROLES	Not Important		Important		Very Important
5. Advocate - making proposals (individually or through an organization) aimed at changing existing policies or practices in the school or in the school system; or voicing opinions on educational need, concerns and issues.	1	2	3	4	5
6. Co-Learner - attending in-service workshops with teachers and principals to learn about teaching methods, child development, or related topics.	1	2	3	4	5
7. Decision-Maker - participating in school decisions by serving on an advisory board, a school committee, and/or a governing board.	1	2	3	4	5

PART FOUR - PARENT INVOLVEMENT ACTIVITIES

Elementary schools offer a variety of specific activities for parents to foster their involvement in education. Listed below are some of the kinds of activities offered by the schools.

In general, what proportion of the elementary schools in your district offer each activity? Circle the number of your answer.

	ACTIVITIES	No Schools	Few Schools	Most Schools	All Schools
1.	Parents hold fund-raisers which support school activities.	1	2	3	4
2.	Parents are asked to participate in the evaluation of school staff.	1	2	3	4
3.	Parents attend parent/teacher conferences regarding their children.	1	2	3	4
4.	Parents participate in the evaluation of their children's classroom performance.	1	2	3	4
5.	Parents chaperone for school activities.	1	2	3	4
6.	Parents are asked to participate in the hiring/firing of school staff.	1	2	3	4
7.	Parents attend school activities such as "open house," or special programs.	1	2	3	4
8.	Parents are asked to participate in school budget decisions.	1	2	3	4
9.	Parents assist children with school assignments at home.	1	2	3	4

ACTIVITIES	No Schools	Few Schools	Most Schools	All Schools
10. Parents are asked to participate in classroom instruction.	1	2	3	4
11. Parents participate in activities to train them for home tutoring.	1	2	3	4
12. Parents are asked to do school public relations work in the community.	1	2	3	4
13. Parents are asked to identify community resources for the school's educational program.	1	2	3	4
14. Parents assist with social activities at the school (e.g., coffees, teas, pot-luck suppers).	1	2	3	4
15. Parents are asked to take part in school inservice activities with school staff.	1	2	3	4
16. Parents are asked to assist in the establishment of school's educational goals.	1	2	3	4
17. Parents are asked to help evaluate the effectiveness of school instructional programs.	1	2	3	4
18. Parents are asked to help identify school needs or problem areas.	1	2	3	4
19. Parents visit the schools to observe classroom activities.	1	2	3	4
20. Parents organize volunteer efforts to encourage parent participation in schools.	1	2	3	4

PART FIVE - PARENT INVOLVEMENT POLICIES

School districts have both formal and informal policies which define how parents can participate in their children's schools. In some districts, parent involvement is addressed in formal, written policies; in others, parent involvement is an accepted practice and has become an informal, unwritten policy.

Please indicate whether your district has a formal written policy or an informal, unwritten policy which encourages any of the following types of parent involvement. Circle the number of your response.

TYPES OF PARENT INVOLVEMENT	Formal Written Policy	Informal Unwritten Policy	No Policy
1. Parent participation in decisions related to placement of their child in special education programs.	1	2	3
2. Parent participation in the development of promotion standards for their children.	1	2	3
3. Parent participation in decisions regarding the retention of their children.	1	2	3
4. Parent participation in parent-teacher conferences concerning their children's progress.	1	2	3
5. Sending information (e.g., newsletters, etc.) home to parents about activities at their children's school.	1	2	3
6. Informing parents of any violations by their children of the district's discipline policy.	1	2	3
7. Parent participation in decisions regarding curriculum and instruction matters such as selecting teaching materials, setting educational goals, selecting teaching strategies, etc.	1	2	3

	TYPES OF PARENT INVOLVEMENT	Formal Written Policy	Informal Unwritten Policy	No Policy
8.	Parent participation in the organization of parent volunteer efforts in schools.	1	2	3
9.	Having parents visit the school for the purpose of meeting school staff.	1	2	3
10.	Parent participation in decisions related to school budget matters.	1	2	3
11.	Parent participation in decisions regarding the inclusion of certain educational programs in their schools such as Title I, Head Start, Bilingual Education, Basic Skills Education, etc.	1	2	3
12.	Having teachers visit parents in their homes to get acquainted.	1	2	3
13.	Parent participation in decisions regarding school administrative decisions such as teacher assignments, scheduling of instructional periods, etc.	1	2	3
14.	Parent participation in the development of a handbook which descibes the district's educational philosophy, goals, and/or responsibilities of school staff, parents, citizens, the community, etc.	1	2	3

PART SIX

Please respond to each of the items below. This information will help us better describe those responding to the survey.

1. Are you: ____ Female? ____ Male? (Check one.)

2. Highest level of education completed? (Check one.)

   ____ Bachelor Degree
   ____ Bachelor Degree + Hours
   ____ Masters Degree
   ____ Masters Degree + Hours
   ____ Specialist Degree
   ____ Doctorate Degree

3. Are you: (Check one.)

   ____ American Indian
   ____ Anglo
   ____ Asian
   ____ Black
   ____ Hispanic
   ____ Other - Please specify ________________________________

4. Number of years teaching experience: (Check one.)

   ____ 0 - 4
   ____ 5 - 9
   ____ 10 - 14
   ____ 15 - 19
   ____ 20 +

5. Number of years administrative experience: (Check one.)

   ____ 0 - 4
   ____ 5 - 9
   ____ 10 - 14
   ____ 15 - 19
   ____ 20 +

6. Best description of school district you work in: (Check one.)

   ____ Rural
   ____ Urban
   ____ Suburban

7. Approximate size of your school district's student population: (Check one.)

   ____ less than 1,000
   ____ 1,000 - 4,999
   ____ 5,000 - 9,999
   ____ 10,000 - 19,999
   ____ 20,000 - 49,999
   ____ 50,000 - 74,999
   ____ 75,000 - 99,999
   ____ 100,000 or more

8. Approximate percent (%) of students in your school district in each category below:

____ % family income below $15,000 yearly
____ % family income $15,000-$29,999 yearly
____ % family income $30,000-$49,999 yearly
____ % family income more than $50,000 yearly

9. Approximate percent (%) of students in your school district for each of the following racial groups:

____ % American Indian
____ % Anglo
____ % Asian
____ % Black
____ % Hispanic
____ % Other - Please specify ________________________________

10. Which best describes the area of specialization that has been the major focus of your educational or career training? (Check one.)

____ Special Education
____ Elementary Education
____ Early Childhood Education
____ Curriculum and Instruction
____ Educational Administration/Supervision
____ Health and Physical Education
____ Secondary Education
____ Adult/Vocational Education
____ Higher Education
____ Other - Please specify ________________________________

SB -

March 8, 1983

Dear School Board President:

The Southwest Educational Development Laboratory is gathering information from key people about parent involvement. During the last three years, we have obtained information from teacher educators, parents, teachers and principals in six states. This year we are asking local school board members, local school superintendents, and selected state department of education officials for their perspectives about parent involvement. The states include Arkansas, Louisiana, Mississippi, New Mexico, Oklahoma, and Texas.

The state school board association in your state has been informed and consulted regarding this survey. It has helped us develop the questionnaire and has agreed to suggest ways of disseminating the results. It also has announced the survey in correspondence recently sent to you. We are pleased to be working with the association and appreciate the assistance provided.

Please complete the enclosed questionnaire and return it in the postage-paid, self-addressed envelope by March 25, 1983. We are anxious to hear from you concerning parent involvement in education. An executive summary of survey results will be sent to you when the study is completed.

All responses contained in the questionnaire will be kept strictly confidential. Each questionnaire has a code number for mailing and return verification purposes. Feel free to write any comments at the end of the questionnaire. We sincerely appreciate you taking time from your busy schedule to complete this questionnaire. Again, thank you.

Sincerely,

David L. Williams, Jr.

David L. Williams, Jr. (Dr.)
Director
Division of Family, School
and Community Studies

Enclosures

SOUTHWEST EDUCATIONAL DEVELOPMENT LABORATORY
211 EAST SEVENTH STREET
AUSTIN, TEXAS 78701

PARENT INVOLVEMENT QUESTIONNAIRE (PIQ)

General Instructions

There are 6 parts in this questionnaire. Please be sure to complete each part.

For each part, the response scale and marking instructions are slightly different. Be sure to read the information contained in the box ☐ which precedes each part.

Remember: The identification number in the box on the cover helps us to (1) keep track of returned questionnaires, and (2) identify those to whom reminders should be sent. It will not be used to violate our guarantee of confidentiality regarding your responses.

The questionnaire takes approximately 20 minutes to complete. Thank you.

© 1983, Southwest Educational Development Laboratory
Austin, Texas

PART ONE - PARENT INVOLVEMENT IN ELEMENTARY SCHOOLS

The statements below describe a wide range of opinions related to parent involvement in the elementary schools.

> To what extent do you agree or disagree with each statement below? Circle the number of your answer.

STATEMENTS	Strongly Disagree	Disagree	Agree	Strongly Agree
1. Teachers should provide parents with ideas about helping children with school work at home.	1	2	3	4
2. Parent involvement should take place only through parent organizations like the PTA.	1	2	3	4
3. Principals should provide teachers with suggestions for working with parents.	1	2	3	4
4. Teachers should consider working with parents as part of their jobs.	1	2	3	4
5. Teachers should be allowed to participate in decisions related to curriculum and instruction at their schools.	1	2	3	4
6. Parents should be involved in the job performance evaluation of principals.	1	2	3	4
7. Teachers should be responsible for getting parents involved in the schools.	1	2	3	4
8. Parents should be involved in school administrative decisions such as teacher selection, equipment purchases, teacher assignments, etc.	1	2	3	4
9. Parents should be involved in the job performance evaluation of teachers.	1	2	3	4

STATEMENTS	Strongly Disagree	Disagree	Agree	Strongly Agree
10. Parents should take the initiative for getting involved in the schools.	1	2	3	4
11. Parents should focus on assisting their schools by volunteering time for school projects such as school plays, open houses, bake sales, etc.	1	2	3	4
12. Principals should take the initiative to get parents involved in the schools.	1	2	3	4
13. Parents should focus their involvement on helping their own children with school assignments at home.	1	2	3	4
14. The professional training of teachers should be expanded to include courses on working with parents.	1	2	3	4
15. State Departments of Education should suggest guidelines for parent involvement at the district level.	1	2	3	4
16. Parent involvement in schools probably has little effect on children's academic success.	1	2	3	4
17. Parents should have the final say in educational decisions directly affecting their own children.	1	2	3	4
18. Parents should be involved in school curriculum and instruction decisions such as setting educational goals, selecting teaching materials, setting grade standards, etc.	1	2	3	4
19. School districts should provide guidelines to help teachers and principals involve parents in the schools.	1	2	3	4
20. Parents need to be trained before involvement in school decision making.	1	2	3	4

PART TWO - PARENT PARTICIPATION IN SCHOOL DECISIONS

In some elementary schools, parents are asked to serve on committees which help educators in making a variety of decisions. Listed below are a number of decisions faced by these committees.

> How useful do you think it would be to have parents involved in the following school decisions? Circle the number corresponding to your answer.

DECISIONS	Not Useful	Somewhat Useful	Neutral	Useful	Very Useful
1. Determining the amount of homework assigned to pupils.	1	2	3	4	5
2. Choosing classroom discipline methods.	1	2	3	4	5
3. Selecting teaching materials such as textbooks, workbooks, films, etc.	1	2	3	4	5
4. Placing their own child in any special program such as programs for gifted children, special education programs for children with learning disabilities, etc.	1	2	3	4	5
5. Evaluating how well their own children are learning.	1	2	3	4	5
6. Hiring principal and teachers.	1	2	3	4	5
7. Determining priorities for the school budget.	1	2	3	4	5
8. Planning for school desegregation.	1	2	3	4	5

DECISIONS	Not Useful	Somewhat Useful	Neutral	Useful	Very Useful
9. Deciding how much emphasis should be placed on curriculum content such as multicultural education, bilingual education, basic skills education, etc.	1	2	3	4	5
10. Firing principal and teachers.	1	2	3	4	5
11. Participating in discipline decisions involving their own child.	1	2	3	4	5

PART THREE - ROLES FOR PARENTS IN THE ELEMENTARY SCHOOLS

Research suggests that parent involvement is an important factor in effective schools. Parent involvement can be described according to the following roles. There are many different opinions about which roles might be most important for effective schools.

Please indicate the extent to which you think each role could be important in making schools more effective. Circle the number of your answer.

ROLES	Not Important		Important		Very Important
1. Paid School Staff - working in the school as an aide, parent educator, assistant teacher, assistant librarian, or other assisting role	1	2	3	4	5
2. School Program Supporter - coming to the school to assist in activities such as being a classroom volunteer, chaperoning a field trip or party, organizing fund-raising school activity, etc.	1	2	3	4	5
3. Home Tutor - helping their own children at home master school work or other educational materials.	1	2	3	4	5
4. Audience - supporting their child as a member of the school community by attending school performances, baking for bake sales, responding to messages and announcements from school.	1	2	3	4	5

ROLES	Not Important		Important		Very Important
5. Advocate - making proposals (individually or through an organization) aimed at changing existing policies or practices in the school or in the school system; or voicing opinions on educational need, concerns and issues.	1	2	3	4	5
6. Co-Learner - attending in-service workshops with teachers and principals to learn about teaching methods, child development, or related topics.	1	2	3	4	5
7. Decision-Maker - participating in school decisions by serving on an advisory board, a school committee, and/or a governing board.	1	2	3	4	5

PART FOUR - PARENT INVOLVEMENT ACTIVITIES

Elementary schools offer a variety of specific activities for parents to foster their involvement in education. Listed below are some of the kinds of activities offered by the schools.

In general, what proportion of the elementary schools in your district offer each activity? Circle the number of your answer.

	ACTIVITIES	No Schools	Few Schools	Most Schools	All Schools
1.	Parents hold fund-raisers which support school activities.	1	2	3	4
2.	Parents are asked to participate in the evaluation of school staff.	1	2	3	4
3.	Parents attend parent/teacher conferences regarding their children.	1	2	3	4
4.	Parents participate in the evaluation of their children's classroom performance.	1	2	3	4
5.	Parents chaperone for school activities.	1	2	3	4
6.	Parents are asked to participate in the hiring/firing of school staff.	1	2	3	4
7.	Parents attend school activities such as "open house," or special programs.	1	2	3	4
8.	Parents are asked to participate in school budget decisions.	1	2	3	4
9.	Parents assist children with school assignments at home.	1	2	3	4

	ACTIVITIES	No Schools	Few Schools	Most Schools	All Schools
10.	Parents are asked to participate in classroom instruction.	1	2	3	4
11.	Parents participate in activities to train them for home tutoring.	1	2	3	4
12.	Parents are asked to do school public relations work in the community.	1	2	3	4
13.	Parents are asked to identify community resources for the school's educational program.	1	2	3	4
14.	Parents assist with social activities at the school (e.g., coffees, teas, potluck suppers).	1	2	3	4
15.	Parents are asked to take part in school inservice activities with school staff.	1	2	3	4
16.	Parents are asked to assist in the establishment of school's educational goals.	1	2	3	4
17.	Parents are asked to help evaluate the effectiveness of school instructional programs.	1	2	3	4
18.	Parents are asked to help identify school needs or problem areas.	1	2	3	4
19.	Parents visit the schools to observe classroom activities.	1	2	3	4
20.	Parents organize volunteer efforts to encourage parent participation in schools.	1	2	3	4

PART FIVE - PARENT INVOLVEMENT POLICIES

School districts have both formal and informal policies which define how parents can participate in their children's schools. In some districts, parent involvement is addressed in formal, written policies; in others, parent involvement is an accepted practice and has become an informal, unwritten policy.

> Please indicate whether your district has a formal written policy or an informal, unwritten policy which encourages any of the following types of parent involvement. Circle the number of your response.

TYPES OF PARENT INVOLVEMENT	Formal Written Policy	Informal Unwritten Policy	No Policy
1. Parent participation in decisions related to placement of their child in special education programs.	1	2	3
2. Parent participation in the development of promotion standards for their children.	1	2	3
3. Parent participation in decisions regarding the retention of their children.	1	2	3
4. Parent participation in parent-teacher conferences concerning their children's progress.	1	2	3
5. Sending information (e.g., newsletters, etc.) home to parents about activities at their children's school.	1	2	3
6. Informing parents of any violations by their children of the district's discipline policy.	1	2	3
7. Parent participation in decisions regarding curriculum and instruction matters such as selecting teaching materials, setting educational goals, selecting teaching strategies, etc.	1	2	3

	TYPES OF PARENT INVOLVEMENT	Formal Written Policy	Informal Unwritten Policy	No Policy
8.	Parent participation in the organization of parent volunteer efforts in schools.	1	2	3
9.	Having parents visit the school for the purpose of meeting school staff.	1	2	3
10.	Parent participation in decisions related to school budget matters.	1	2	3
11.	Parent participation in decisions regarding the inclusion of certain educational programs in their schools such as Title I, Head Start, Bilingual Education, Basic Skills Education, etc.	1	2	3
12.	Having teachers visit parents in their homes to get acquainted.	1	2	3
13.	Parent participation in decisions regarding school administrative decisions such as teacher assignments, scheduling of instructional periods, etc.	1	2	3
14.	Parent participation in the development of a handbook which descibes the district's educational philosophy, goals, and/or responsibilities of school staff, parents, citizens, the community, etc.	1	2	3

PART SIX

Please respond to each of the items below. This information will help us better describe those responding to the survey.

1. Are you : ____ Female? ____ Male? (Check one.)

2. Highest level of education completed? (Check one.)

   ____ High School
   ____ Some College
   ____ Bachelor Degree
   ____ Some Graduate Work
   ____ Masters Degree
   ____ Masters Degree + Hours
   ____ Doctorate Degree

3. Are you: (Check one.)

   ____ American Indian
   ____ Anglo
   ____ Asian
   ____ Black
   ____ Hispanic
   ____ Other - Please specify ________________________________

4. Number of years school board experience: (Check one.)

   ____ 0 - 4
   ____ 5 - 9
   ____ 10 - 14
   ____ 15 - 19
   ____ 20 +

5. What is your current occupation? ________________________________

6. Best description of school district you work in: (Check one.)

   ____ Rural
   ____ Urban
   ____ Suburban

7. Approximate size of your school district's student population: (Check one.)

   ____ less than 1,000
   ____ 1,000 - 4,999
   ____ 5,000 - 9,999
   ____ 10,000 - 19,999
   ____ 20,000 - 49,999
   ____ 50,000 - 74,999
   ____ 75,000 - 99,999
   ____ 100,000 or more

8. Approximate percent (%) of students in your school district in each category below:

____ % family income below $15,000 yearly
____ % family income $15,000-$29,999 yearly
____ % family income $30,000-$49,999 yearly
____ % family income more than $50,000 yearly

9. Approximate percent (%) of students in your school district for each of the following racial groups:

____ % American Indian
____ % Anglo
____ % Asian
____ % Black
____ % Hispanic
____ % Other - Please specify ______________________________

SEA -

SOUTHWEST EDUCATIONAL DEVELOPMENT LABORATORY
211 EAST SEVENTH STREET
AUSTIN, TEXAS 78701

PARENT INVOLVEMENT QUESTIONNAIRE (PIQ)

General Instructions

There are 6 parts in this questionnaire. Please be sure to complete each part.

For each part, the response scale and marking instructions are slightly different. Be sure to read the information contained in the box ☐ which precedes each part.

Remember: The identification number in the box on this page helps us to (1) keep track of returned questionnaires, and (2) identify those to whom reminders should be sent. It will not be used to violate our guarantee of confidentiality regarding your responses.

The questionnaire takes approximately 20 minutes to complete. Thank you.

© 1983, Southwest Educational Development Laboratory
Austin, Texas

PART ONE - PARENT INVOLVEMENT IN ELEMENTARY SCHOOLS

The statements below describe a wide range of opinions related to parent involvement in the elementary schools.

To what extent do you agree or disagree with each statement below? Circle the number of your answer.

STATEMENTS	Strongly Disagree	Disagree	Agree	Strongly Agree
1. Teachers should provide parents with ideas about helping children with school work at home.	1	2	3	4
2. Parent involvement should take place only through parent organizations like the PTA.	1	2	3	4
3. Principals should provide teachers with suggestions for working with parents.	1	2	3	4
4. Teachers should consider working with parents as part of their jobs.	1	2	3	4
5. Teachers should be allowed to participate in decisions related to curriculum and instruction at their schools.	1	2	3	4
6. Parents should be involved in the job performance evaluation of principals.	1	2	3	4
7. Teachers should be responsible for getting parents involved in the schools.	1	2	3	4
8. Parents should be involved in school administrative decisions such as teacher selection, equipment purchases, teacher assignments, etc.	1	2	3	4
9. Parents should be involved in the job performance evaluation of teachers.	1	2	3	4

STATEMENTS	Strongly Disagree	Disagree	Agree	Strongly Agree
10. Parents should take the initiative for getting involved in the schools.	1	2	3	4
11. Parents should focus on assisting their schools by volunteering time for school projects such as school plays, open houses, bake sales, etc.	1	2	3	4
12. Principals should take the initiative to get parents involved in the schools.	1	2	3	4
13. Parents should focus their involvement on helping their own children with school assignments at home.	1	2	3	4
14. The professional training of teachers should be expanded to include courses on working with parents.	1	2	3	4
15. State Departments of Education should suggest guidelines for parent involvement at the district level.	1	2	3	4
16. Parent involvement in schools probably has little effect on children's academic success.	1	2	3	4
17. Parents should have the final say in educational decisions directly affecting their own children.	1	2	3	4
18. Parents should be involved in school curriculum and instruction decisions such as setting educational goals, selecting teaching materials, setting grade standards, etc.	1	2	3	4
19. School districts should provide guidelines to help teachers and principals involve parents in the schools.	1	2	3	4
20. Parents need to be trained before involvement in school decision making.	1	2	3	4

PART TWO - PARENT PARTICIPATION IN SCHOOL DECISIONS

In some elementary schools, parents are asked to serve on committees which help educators in making a variety of decisions. Listed below are a number of decisions faced by these committees.

How useful do you think it would be to have parents involved in the following school decisions? Circle the number corresponding to your answer.

DECISIONS	Not Useful	Somewhat Useful	Neutral	Useful	Very Useful
1. Determining the amount of homework assigned to pupils.	1	2	3	4	5
2. Choosing classroom discipline methods.	1	2	3	4	5
3. Selecting teaching materials such as textbooks, workbooks, films, etc.	1	2	3	4	5
4. Placing their own child in any special program such as programs for gifted children, special education programs for children with learning disabilities, etc.	1	2	3	4	5
5. Evaluating how well their own children are learning.	1	2	3	4	5
6. Hiring principal and teachers.	1	2	3	4	5
7. Determining priorities for the school budget.	1	2	3	4	5
8. Planning for school desegregation.	1	2	3	4	5

DECISIONS	Not Useful	Somewhat Useful	Neutral	Useful	Very Useful
9. Deciding how much emphasis should be placed on curriculum content such as multicultural education, bilingual education, basic skills education, etc.	1	2	3	4	5
10. Firing principal and teachers.	1	2	3	4	5
11. Participating in discipline decisions involving their own child.	1	2	3	4	5

PART THREE - ROLES FOR PARENTS IN THE ELEMENTARY SCHOOLS

Research suggests that parent involvement is an important factor in effective schools. Parent involvement can be described according to the following roles. There are many different opinions about which roles might be most important for effective schools.

Please indicate the extent to which you think each role could be important in making schools more effective. Circle the number of your answer.

ROLES	Not Important		Important		Very Important
1. Paid School Staff - working in the school as an aide, parent educator, assistant teacher, assistant librarian, or other assisting role	1	2	3	4	5
2. School Program Supporter - coming to the school to assist in activities such as being a classroom volunteer, chaperoning a field trip or party, organizing fund-raising school activity, etc.	1	2	3	4	5
3. Home Tutor - helping their own children at home master school work or other educational materials.	1	2	3	4	5
4. Audience - supporting their child as a member of the school community by attending school performances, baking for bake sales, responding to messages and announcements from school.	1	2	3	4	5

ROLES	Not Important		Important		Very Important
5. Advocate - making proposals (individually or through an organization) aimed at changing existing policies or practices in the school or in the school system; or voicing opinions on educational need, concerns and issues.	1	2	3	4	5
6. Co-Learner - attending in-service workshops with teachers and principals to learn about teaching methods, child development, or related topics.	1	2	3	4	5
7. Decision-Maker - participating in school decisions by serving on an advisory board, a school committee, and/or a governing board.	1	2	3	4	5

PART FOUR - PARENT INVOLVEMENT ACTIVITIES

Elementary schools offer a variety of parent involvement activities. Listed below are some of these kinds of activities. State departments of education may provide technical assistance such as training, materials, or other resources to encourage these parent involvement activities in local school districts.

Please indicate the extent to which your state department of education offers technical assistance related to each activity. Circle the number of your answer.

ACTIVITIES	Never	Rarely	Sometimes	Frequently
1. Getting parents involved in fund-raising for school activities.	1	2	3	4
2. Getting parent participation in the evaluation of school staff.	1	2	3	4
3. Getting parents to attend parent/teacher conferences regarding their children.	1	2	3	4
4. Getting parent participation in the evaluation of their children's classroom performance.	1	2	3	4
5. Getting parents to chaperone for school activities.	1	2	3	4
6. Getting parents to participate in the hiring/firing of school staff.	1	2	3	4
7. Getting parents to attend school activities such as "open house," or special programs.	1	2	3	4
8. Getting parents to participate in school budget decisions.	1	2	3	4

ACTIVITIES	Never	Rarely	Sometimes	Frequently
9. Getting parents to assist their children with school assignments at home.	1	2	3	4
10. Getting parents to assist in classroom instruction.	1	2	3	4
11. Getting parents to participate in activities to train them for home tutoring.	1	2	3	4
12. Getting parents to do school public relations work in the community.	1	2	3	4
13. Getting parents to help identify community resources for the school's education program.	1	2	3	4
14. Getting parents to assist with social activities at the school (e.g., coffees, teas, pot-luck suppers).	1	2	3	4
15. Getting parents to take part in school inservice activities with school staff.	1	2	3	4
16. Getting parents to assist with the establishment of school's educational goals.	1	2	3	4
17. Getting parents to help evaluate the effectiveness of school instructional programs.	1	2	3	4
18. Getting parents to help identify school need or problem areas.	1	2	3	4
19. Getting parents to visit schools to observe classroom activities.	1	2	3	4
20. Getting parents to organize volunteer efforts to encourage participation in schools.	1	2	3	4

PART FIVE - PARENT INVOLVEMENT POLICIES

School districts have both formal and informal policies which define how parents can participate in their children's schools. In some districts, parent involvement is addressed in formal, written policies; in others, parent involvement is an accepted practice and has become an informal, unwritten policy.

> Does your state department of education have a formal written policy or informal, unwritten policy which encourages any of the following types of parent involvement at the school district level? Circle the appropriate answer.

Types of Parent Involvement	Formal Written Policy	Informal Unwritten Policy	No Policy	Don't Know
1. Parent participation in decisions related to placement of their child in special education programs.	1	2	3	4
2. Parent participation in the development of promotion standards for their children.	1	2	3	4
3. Parent participation in decisions regarding the retaining of their children.	1	2	3	4
4. Parent participation in parent-teacher conferences concerning children's progress.	1	2	3	4
5. Sending information home to parents about school activities at their children's schools.	1	2	3	4
6. Informing parents of any violations of the district's discipline policy by their children.	1	2	3	4

	Types of Parent Involvement	Formal Written Policy	Informal Unwritten Policy	No Policy	Don't Know
7.	Parent participation in decisions regarding curriculum and instruction matters such as selection of teaching materials, determining of educational goals, selection of teaching strategies, etc.	1	2	3	4
8.	Parent participation in the organization of parent volunteer efforts in schools.	1	2	3	4
9.	Having parents visit the school for the purpose of meeting school staff.	1	2	3	4
10.	Each school keeps parents informed by sending out a newsletter or something similar.	1	2	3	4
11.	Parent participation in decisions related to school budget matters.	1	2	3	4
12.	Parent participation in some decisions regarding the inclusion of certain educational programs in their schools such as Title I, Head Start, Bilingual Education, Basic Skills Education, etc.	1	2	3	4
13.	Having teachers visit parents in their homes to get acquainted.	1	2	3	4
14.	Parent participation in decisions regarding school administrative decisions such as establishment of discipline rules, selection of school instructional periods, etc.	1	2	3	4
15.	Parent participation in the development of a handbook which describes the district's educational philosophy; goals, along with responsibilities of school staff, parents, citizens and the community.	1	2	3	4

PART SIX

Please respond to each of the items below. This information will help us better describe those responding to the survey.

1. Are you : ____ Female? ____ Male? (Check one.)

2. Highest level of education completed? (Check one.)

   ____ Bachelor Degree
   ____ Bachelor Degree +
   ____ Masters Degree
   ____ Masters Degree +
   ____ Specialist Degree
   ____ Doctorate Degree

3. Are you: (Check one.)

   ____ American Indian
   ____ Anglo
   ____ Asian
   ____ Black
   ____ Hispanic
   ____ Other - Please specify ____________________

4. Number of years teaching experience: (Check one.)

   ____ 0 - 4 ____ 15 - 19
   ____ 5 - 9 ____ 20+
   ____ 10 - 14

5. Number of years administrative experience: (Check one.)

   ____ 0 - 4 ____ 15 - 19
   ____ 5 - 9 ____ 20+
   ____ 10 - 14

6. Which best describes the area of specialization that has been the major focus of your educational training? (Check one.)

   ____ Special Education
   ____ Elementary Education
   ____ Early Childhood Education
   ____ Curriculum and Instruction
   ____ Educational Administration/Supervision
   ____ Health and Physical Education
   ____ Secondary Education
   ____ Adult and Vocational Education
   ____ Higher Education
   ____ Other - Please specify ____________________

7. Number of years employed at the state education agency level: ____

COMMENTS: ____

____

____

____

____

____

____

____

____

THANK YOU FOR ASSISTING US.

Southwest Educational Development Laboratory
211 East 7th Street, Austin, Texas 78701

512/476-6861

March 15, 1982

Dear Parent:

We are working through the state and local PTAs in six states to gather information about parent involvement from parents. So far, the same kind of information has been received from teacher educators, teachers, and principals in these states. Now it is parents' chance.

We appreciate the support and cooperation from the PTAs and you in helping us get this information. Your answers will be kept confidential, as well as your school name.

Directions for filling out the questionnaire can be found at the beginning of each section of this instrument. Remember, we want your answers based upon your feelings and experiences. Thank you very much for helping us, and we appreciate your taking time to do so.

Sincerely,

David L. Williams Jr.

David L. Williams, Jr. (Dr.)
Director
Division of Community
and Family Education

jm
Attachment

PARENT INVOLVEMENT IN EDUCATION

PART I - GENERAL IDEAS ABOUT PARENT INVOLVEMENT

There are many ideas about parents being involved in their children's education. Some of these ideas are listed below.

How much do you agree or disagree with each statement which follows?

Circle ◯ the number of your answer.

Statements	Strongly Disagree	Disagree	Agree	Strongly Agree
1. Teachers should give me ideas about helping my children with homework	1	2	3	4
2. Teachers should be in charge of getting parents involved in the school	1	2	3	4
3. Teachers have enough to do without also having to work with parents	1	2	3	4
4. Teachers need to be trained for working with parents	1	2	3	4
5. Principals should be in charge of getting parents involved in the school	1	2	3	4
6. I want teachers to send more information home about classroom learning activities	1	2	3	4
7. I usually feel at ease when I visit the school	1	2	3	4
8. I have a hard time teaching some skills to my children (reading, math, etc.)	1	2	3	4
9. I am not trained to help make school decisions	1	2	3	4
10. I should make sure that my children do their homework	1	2	3	4

Statements	Strongly Disagree	Disagree	Agree	Strongly Agree
11. I do not have time to be involved in my children's activities at school..................	1	2	3	4
12. I would help my children more with homework if I knew what to do.....	1	2	3	4
13. I should have the final word in decisions about my children's education........................	1	2	3	4
14. My children should have more homework............................	1	2	3	4
15. I should be responsible for getting more involved in my children's school...........................	1	2	3	4
16. I would help my children more with homework if I had more time.......	1	2	3	4
17. I have little to do with my children's success in school..........	1	2	3	4
18. Homework takes up too much family time at home.....................	1	2	3	4

PART II - PARENT INVOLVEMENT IN SCHOOL DECISIONS

Some people feel that parents are interested in helping to make certain school decisions.

How interested are you in being involved in these decisions?

Circle the number of your answer.

	Decisions	Definitely Not Interested	Probably Not Interested	Not Sure	Probably Interested	Definitely Interested
1.	Amount of homework assigned...........	1	2	3	4	5
2.	Choosing classroom discipline methods..	1	2	3	4	5
3.	Selecting textbooks and other learning materials...........	1	2	3	4	5
4.	Placing children in Special Education...	1	2	3	4	5
5.	Evaluating how well children are learning................	1	2	3	4	5
6.	Hiring principal and teachers........	1	2	3	4	5
7.	Evaluating how well teachers do their job................	1	2	3	4	5
8.	Deciding what's most important for the school budget...	1	2	3	4	5
9.	Firing principal and teachers........	1	2	3	4	5
10.	Having more multicultural/bilingual education in the children's learning...........	1	2	3	4	5

	Definitely Not Interested	Probably Not Interested	Not Sure	Probably Interested	Definitely Interested
11. Making school desegregation plans...............	1	2	3	4	5
12. Setting school behavior rules......	1	2	3	4	5
13. More classroom teaching about sex roles...............	1	2	3	4	5
14. Setting rules for how children are graded.............	1	2	3	4	5
15. More classroom teaching about sex education...........	1	2	3	4	5

PART III - PARENT INVOLVEMENT ROLES

Parents can be involved in their child's education in several ways.

Look at the roles below and tell how much interest you have in being involved in each one.

Circle the number of your answer.

Roles	Definitely Not Interested	Probably Not Interested	Not Sure	Probably Interested	Definitely Interested
1. Paid School Staff - work in the school as an aide, parent educator, assistant teacher, assistant librarian, or other such jobs...........	1	2	3	4	5
2. School Program Supporter - coming to the school to assist in events; for example, chaperoning a party or field trip, taking tickets at a fund-raising dinner, or such activities..	1	2	3	4	5
3. Home Tutor - helping your children at home with school work or other educational activities..........	1	2	3	4	5
4. Audience - supporting your child in school, for example, by going to school performances, baking for bake sales, responding to notices from the school, etc.........	1	2	3	4	5

Roles	Definitely Not Interested	Probably Not Interested	Not Sure	Probably Interested	Definitely Interested
5. Advocate - meeting with school board or other officials to ask for changes in rules or practices in the school or school system.............	1	2	3	4	5
6. Co-Learner - going to classes or workshops with teachers and principals where everyone learns more about children and education...........	1	2	3	4	5
7. Decision Maker - being on an advisory board, a school committee, or governing board; or by giving your opinions to these boards or committees.............	1	2	3	4	5

PART IV - PARENT INVOLVEMENT ACTIVITIES

Tell how much you take part in these kinds of activities.

Circle the number of your response.

Activities	Never	Seldom	Sometimes	Often	Don't Have This
1. Working as full time paid staff, for example, teacher, librarian, teacher aide, cafeteria help, etc.............	1	2	3	4	5
2. Helping children with homework..	1	2	3	4	5
3. Visiting the school to see what is happening....................	1	2	3	4	5
4. Going to "open house" or special programs at school.............	1	2	3	4	5
5. Going to classes at the school which help you teach your children at home....................	1	2	3	4	5
6. Helping with school activities such as coffees, pot-luck suppers, fund raising, etc......	1	2	3	4	5
7. Helping teachers with classroom learning activities, for example, story telling, reading, math games, etc......................	1	2	3	4	5
8. Helping in the school, for example, the library, reading center, playground, lunchroom, nurse's office, etc.............	1	2	3	4	5
9. Going with children and teachers on school field trips or picnics, or to parties..................	1	2	3	4	5
10. Going to workshops or other such educational activities for parents at the school..................	1	2	3	4	5

	Activities	Never	Seldom	Sometimes	Often	Don't Have This
11.	Organizing parent volunteer activities......................	1	2	3	4	5
12.	Taking part in PTA meetings.....	1	2	3	4	5
13.	Planning the school budget......	1	2	3	4	5
14.	Helping to plan what will be taught in the school...........	1	2	3	4	5
15.	Helping children learn through the use of educational materials at home, for example, games, magazines, books, etc..........	1	2	3	4	5
16.	Taking children to places of educational interest, for example, museums, libraries, art galleries, etc............................	1	2	3	4	5
17.	Working to improve the schools through community groups such as neighborhood associations, church organizations, LULAC, NAACP, etc...........................	1	2	3	4	5
18.	Helping decide how well school programs work (like Title I, Follow Through, ESAA, etc.).....	1	2	3	4	5
19.	Working as part time paid staff, for example, assistant teacher, room clerk, nurse, health aide, etc............................	1	2	3	4	5
20.	Helping to decide how well teachers and principals do their jobs....	1	2	3	4	5
21.	Helping to hire or fire teachers and principals.................	1	2	3	4	5
22.	Going to parent/teacher conferences about your child's progress.....	1	2	3	4	5
23.	Giving ideas to the school board or school administration for making changes.................	1	2	3	4	5
24.	Going to meeting of the school board..........................	1	2	3	4	5

PART V - IMPROVING PARENT INVOLVEMENT

Which of these suggestions would work to get parents more involved in the schools?

Please circle your answer.

Suggestions	Definitely Not Work	Probably Not Work	Not Known	Probably Would Work	Definitely Would Work
1. Sending more information to parents about ways they could be involved.............	1	2	3	4	5
2. Making parents feel more welcome in the school..................	1	2	3	4	5
3. Helping parents to better understand the subjects being taught..................	1	2	3	4	5
4. Having informal meetings or activities where parents and school staff can get to know each other better............	1	2	3	4	5
5. Asking parents in what ways they would like to be involved.............	1	2	3	4	5
6. Giving parents activities they can do at home with their children.....................	1	2	3	4	5
7. Helping students understand that having their parents involved is important............	1	2	3	4	5
8. Giving parents more information about children's success in school..................	1	2	3	4	5

Suggestions	Definitely Not Work	Probably Not Work	Not Known	Probably Would Work	Definitely Would Work
9. Planning more school activities at times when working parents can come................	1	2	3	4	5
10. Having more activities which include children, parents and teachers.................	1	2	3	4	5

PART VI - PARENT INVOLVEMENT IN HIGH SCHOOL

Parents often are less involved in children's education in high school.

How much do you agree with these reasons for why parents become less involved.

Please circle your answer.

	Reasons	Strongly Disagree	Disagree	Agree	Strongly Agree
1.	Parents may not understand some of the courses taken in high school	1	2	3	4
2.	The schools are too far away	1	2	3	4
3.	There are too many teachers to talk to	1	2	3	4
4.	Teachers don't ask parents to be involved in school as much	1	2	3	4
5.	Parents do not have time to be involved in school activities and work at the same time	1	2	3	4
6.	Children do not want their parents involved when they get to high school	1	2	3	4
7.	Parents can't leave smaller children at home	1	2	3	4
8.	There are not as many parent/teacher conferences	1	2	3	4
9.	There are not as many PTA activities for high school parents	1	2	3	4
10.	High school principals do not encourage parent involvement in the school	1	2	3	4

PART VII - PARENT INFORMATION

Please answer each question below. Pick the one which best describes your situation.

1. Are you a PTA member? ____ Yes ____ No
2. Have you ever been a PTA officer? ____ Yes ____ No
3. Have you ever served on the school board? ____ Yes ____ No
4. Are you female ____ or male ____?
5. What is your age? ____ Years
6. How many children in your family? ____
7. How many of your children are in each of the following groups:
    a. ____ prekindergarten
    b. ____ kindergarten to grade 3
    c. ____ grade 4 to grade 6
    d. ____ grade 7 to grade 12
    e. ____ beyond high school
8. Marital Status:
    a. ____ single parent (not married, separated, divorced, widowed, etc.)
    b. ____ married with spouse living at home
9. What is the highest amount of education you have completed? (Please check only one.)
    a. ____ elementary school
    b. ____ some high school
    c. ____ finished high school
    d. ____ some college
    e. ____ finished college
    f. ____ graduate degree

10. Which is your ethnicity? (Please check only one.)

a. ____ Anglo/Caucasian

b. ____ Black

c. ____ Mexican-American or Hispanic

d. ____ Asian

e. ____ American Indian

11. How much time do you work outside the home?

a. ____ full time

b. ____ part time

c. ____ not at all

12. How much time does your spouse work outside the home?

a. ____ full time

b. ____ part time

c. ____ not at all

13. Would you like to get a summary of the results from our study?

____ Yes ____ No

14. Are you a school teacher?

____ Yes ____ No

15. Are you a school principal?

____ Yes ____ No

THANKS AGAIN FOR HELPING US.

March 26, 1981

Dear Teacher:

The Southwest Educational Development Laboratory in Austin, Texas is conducting a study about parent involvement. This study is sponsored by the National Institute of Education. Information is being gathered from a six-state region which includes Arkansas, Louisiana, Mississippi, New Mexico, Oklahoma, and Texas.

We are asking principals, teachers, parents and teacher educators to help us develop guidelines for training new teachers to work with parents. The goal of this project is to develop training guidelines which are based upon the actual experience of educators in the schools. Your experience as a teacher is valuable in shaping these guidelines for teacher preparation.

The teacher association and federation in your state have cooperated with us in conducting this study. They have endorsed the study, reviewed the questionnaire and offered to provide names and addresses of members in each state. Hopefully, your name, title, and school address is correct. If not, please correct it when you return the questionnaire. We apologize for any errors in names and addresses.

Please complete the enclosed questionnaire and return it in the postage-paid, self-addressed envelope by April 10, 1981. Since we are surveying a very small sample of teachers in each state, it is important that your questionnaire be completed. This will help make the results of the study more accurate. Thank you in advance for returning the questionnaire.

The information you provide us will be kept in strict confidence. Each questionnaire has an identification number for mailing purposes only. This helps us to avoid sending reminders to those who have returned their questionnaires. Your name and school will be used only to check returns and to verify accuracy of names and addresses.

The results of our study will be made available to practitioners and professionals concerned with teacher preparation. You can receive a summary of the results by so indicating in the space provided at the end of our questionnaire.

If you have any questions concerning the study, please write or call us at (512) 476-6861, Ext. 310. Feel free to also write any additional comments you may have about parent involvement at the end of the questionnaire. May I extend our sincere gratitude for assisting us with this study.

Sincerely,

David L. Williams Jr.

David L. Williams, Jr. (Dr.)
Director, Division of Community
and Family Education

PARENT INVOLVEMENT QUESTIONNAIRE

General Instructions

There are several parts in this questionnaire. Please complete each part.

In each section the scale descriptions and marking procedure may be different. Be sure to read the special instructions written in the box ☐ preceding each section.

Remember, the identification number in the box below serves to help us in (1) keeping track of returned questionnaires, and (2) identifying those to whom reminders should be sent. The confidentiality of your responses is assured. We hope that this procedure is acceptable to you.

Based on our testing of the questionnaire, it will only take about 20-25 minutes of your time to complete this instrument. Thanks.

T -

OPINIONS ABOUT PARENT INVOLVEMENT IN SCHOOLS

These statements are about teachers and parent involvement. For purposes of this study, parent involvement is defined as: the active participation of parents in both classroom/home learning activities and in school decision-making. When choosing your answer, please keep this definition in mind.

TO WHAT EXTENT DO YOU AGREE OR DISAGREE WITH EACH STATEMENT THAT FOLLOWS? CIRCLE THE NUMBER OF YOUR ANSWER.

OPINIONS	Strongly Disagree	Disagree	Agree	Strongly Agree
1. Teachers need to provide parents with ideas about helping with children's school work at home.....	1	2	3	4
2. Principals need to provide teachers with guidelines about parent involvement................	1	2	3	4
3. A course in working with parents should be required for undergraduates in elementary education..	1	2	3	4
4. Teachers must take the initiative to get parents involved in education	1	2	3	4
5. There needs to be an elective course about involving parents for undergraduates in teacher training..........................	1	2	3	4
6. Many teachers are uncomfortable working with parents...............	1	2	3	4
7. Teachers need to be involved in making school policy decisions.....	1	2	3	4
8. Teachers have enough to do without also having to work with parents...	1	2	3	4

OPINIONS	Strongly Disagree	Disagree	Agree	Strongly Agree
9. Teachers are having to take on many of the responsibilities that parents used to assume........	1	2	3	4
10. Teachers should not confer with parents about the child's home life..............................	1	2	3	4
11. Teachers do not need training to prepare them for working with parents...........................	1	2	3	4
12. Principals should be evaluated by parents.........................	1	2	3	4
13. Teacher evaluation by parents is a good idea.......................	1	2	3	4
14. Principals should be responsible for parents taking a more active role in the schools....................	1	2	3	4

These statements are about parents and their involvement in the schools. To what extent do you agree or disagree with each statement.

CIRCLE THE NUMBER OF YOUR ANSWER.

OPINIONS	Strongly Disagree	Disagree	Agree	Strongly Agree
1. Most parents would rather be involved with children's arts and crafts than with basic skills.......................	1	2	3	4
2. Parents need to provide principals with ideas about how they can become involved in school..........	1	2	3	4
3. Most parents want more information sent home about classroom instruction.............................	1	2	3	4

	OPINIONS	Strongly Disagree	Disagree	Agree	Strongly Agree
4.	Most parents are comfortable when they come to the school	1	2	3	4
5.	Most parents who assist in classrooms become more involved with their child's learning	1	2	3	4
6.	Most parents are not able to teach their children basic skills	1	2	3	4
7.	Most parents are cooperative with teachers	1	2	3	4
8.	Most parents know what is best for their school-age children	1	2	3	4
9.	Parent participation in all school related matters needs to be increased	1	2	3	4
10.	More parents need to be included on curriculum development committees	1	2	3	4
11.	Parents should help children do their homework	1	2	3	4
12.	Most parents do not have the necessary training to take part in making school decisions	1	2	3	4
13.	It is difficult to get low income families involved in their children's schools	1	2	3	4
14.	Parents need to make sure that children do their homework	1	2	3	4
15.	It is difficult to get working parents involved in the school	1	2	3	4
16.	Parents have too much input into decisions that are the concern of school staff	1	2	3	4
17.	Most parents are not able to accept negative feedback about their children from teachers	1	2	3	4

	OPINIONS	Strongly Disagree	Disagree	Agree	Strongly Agree
18.	Most parents are unwilling to spend time on their children's education	1	2	3	4
19.	More parents would help children at home if they knew what to do	1	2	3	4
20.	Parent involvement in schools should be the responsibilty of parents	1	2	3	4
21.	Parents can make rational decisions about their children when given adequate information	1	2	3	4
22.	Parents do more harm than good by helping their children with homework	1	2	3	4
23.	Involving middle and upper income parents in the school is easy	1	2	3	4
24.	Parents should have the final word in educational decisions affecting their children	1	2	3	4
25.	Parent involvement has little effect on pupil success	1	2	3	4
26.	Parent involvement should be a right of parents	1	2	3	4

PARENT INPUT IN SCHOOL DECISIONS

Listed below are 20 decisions that school teachers and administrators often face. What we want to know is whether input from parents would be useful in helping to make these decisions.

PLEASE GIVE US YOUR OPINION
BY CIRCLING THE NUMBER OF
YOUR ANSWER.

	DECISIONS	Not Useful		Somewhat Useful		Very Useful
1.	Grouping children for instruction......	1	2	3	4	5
2.	Amount of homework assigned............	1	2	3	4	5
3.	Choosing classroom discipline methods..	1	2	3	4	5
4.	Evaluating pupil performance...........	1	2	3	4	5
5.	Selecting teaching methods.............	1	2	3	4	5
6.	Selecting textbooks and other learning materials..............................	1	2	3	4	5
7.	Emphasizing affective skills rather than cognitive skills..................	1	2	3	4	5
8.	Placing children in Special Education..	1	2	3	4	5
9.	Curriculum emphasis on the arts rather than basic skills......................	1	2	3	4	5
10.	Hiring/firing of school staff..........	1	2	3	4	5
11.	Evaluating teacher performance.........	1	2	3	4	5
12.	Deciding priorities for the school budget................................	1	2	3	4	5
13.	Emphasizing multicultural/bilingual education..............................	1	2	3	4	5
14.	Setting promotion and retention standards for students.................	1	2	3	4	5

DECISIONS	Not Useful		Somewhat Useful		Very Useful
15. Formulating desegregation/integration plans........................	1	2	3	4	5
16. Making assignments of teachers within a school............................	1	2	3	4	5
17. Deciding if family problems are affecting school performance...........	1	2	3	4	5
18. Setting school discipline guidelines...	1	2	3	4	5
19. Providing sex role instruction and sex education.........................	1	2	3	4	5
20. Setting guidelines for grading students..............................	1	2	3	4	5

UNDERGRADUATE PREPARATION FOR PARENT INVOLVEMENT IN SCHOOLS

The following statements represent some of the undergraduate training experiences which could enable elementary education majors to better understand and work with parents.

WHICH DID YOU EXPERIENCE IN YOUR UNDERGRADUATE STUDIES? CIRCLE THE ANSWER FOR EACH STATEMENT.

EXPERIENCES		
1. Being involved in parent organizations.	Yes	No
2. Working with parent volunteers.	Yes	No
3. Participating in parent-teacher conferences.	Yes	No
4. Conducting home visits with parents.	Yes	No
5. Participating in role playing or other such activities related to parent involvement.	Yes	No
6. Conducting parent conferences.	Yes	No

7. Talking with inservice teachers about ways to work with parents. Yes No

8. Preparing written family histories of children. Yes No

9. Talking with parents about ways to work with teachers. Yes No

10. Evaluating available materials about parenting. Yes No

11. Being involved in school social activities with parents. Yes No

12. Assisting a principal in planning parent involvement activities. Yes No

13. Participating in principal-teacher-parent conferences concerning students. Yes No

14. Reading assigned parent involvement materials as part of a formal course. Yes No

Which three of these 14 experiences do you think would be most important in helping prospective teachers learn how to work with parents.

WRITE THE NUMBER OF YOUR ANSWER ON THE BLANK LINE.

a. Most Important: Statement ____

b. Second Most Important: Statement ____

c. Third Most Important: Statement ____

ROLES FOR PARENTS

Parents can have various roles regarding their involvement in the schools. We want to know how important you believe it is for the school to have parents involved in each of these roles. Listed below are seven roles that parents may have in schools.

CIRCLE THE ANSWER THAT DESCRIBES YOUR OPINION ABOUT THE IMPORTANCE OF THESE PARENT INVOLVEMENT ROLES.

ROLES	Not Important		Important		Very Important
1. Paid school staff (e.g., aides, parent educators, assistant teachers, etc.).	1	2	3	4	5
2. School program supporter (e.g., volunteers for activities, field trip chaperones, etc.).	1	2	3	4	5
3. Decision-maker (i.e., partners in school planning, curriculum or administrative decisions).	1	2	3	4	5
4. Home tutor for children (i.e., helping children at home to master school work).	1	2	3	4	5
5. Audience for school activities, (e.g., attending special performances, etc.).	1	2	3	4	5
6. Co-learner (i.e., parents participate in activities where they learn about education with teachers, students and principals).	1	2	3	4	5
7.. Advocate, (i.e., activist role regarding school policies and community issues).	1	2	3	4	5

PARENT ACTIVITIES IN YOUR SCHOOL

Parents can become involved in their children's schools in a variety of ways. We have listed many of the activities which describe parent involvement in the schools.

CIRCLE THE ANSWER WHICH DESCRIBES HOW TYPICAL EACH ACTIVITY IS OF PARENT INVOLVEMENT IN YOUR SCHOOL.

	ACTIVITIES	Not Typical		Somewhat Typical		Very Typical
1.	Setting goals with teachers for classroom learning................	1	2	3	4	5
2.	Assisting children with school assignments at home............	1	2	3	4	5
3.	Visiting the school to observe in classroom..........................	1	2	3	4	5
4.	Attending open house or "follow-your-children's schedule" activities..................................	1	2	3	4	5
5.	Participating in activities to prepare parents for home tutoring of their children....................	1	2	3	4	5
6.	Preparing and disseminating parent newsletter............................	1	2	3	4	5
7.	Holding fund-raisers to support school needs.................................	1	2	3	4	5
8.	Conducting school public relations activities in the community...........	1	2	3	4	5
9.	Identifying community resources for the school...........................	1	2	3	4	5
10.	Holding social functions at the school (coffees, luncheons, pot-luck suppers, etc.)..................	1	2	3	4	5

	ACTIVITIES	Not Typical		Somewhat Typical		Very Typical
11.	Tutoring students at home	1	2	3	4	5
12.	Assisting teachers with classroom learning activities	1	2	3	4	5
13.	Assisting in school resource areas, playgrounds, and health facilities	1	2	3	4	5
14.	Chaperoning for school field trips, picnics, parties, etc	1	2	3	4	5
15.	Helping with the improvement of school facilities and the classroom learning environment	1	2	3	4	5
16.	Providing clerical assistance to teachers	1	2	3	4	5
17.	Participating in parent-teacher inservice activities at school	1	2	3	4	5
18.	Attending parent-teacher educational meetings or conferences away from school	1	2	3	4	5
19.	Participation in school budget planning	1	2	3	4	5
20.	Participating in curriculum development and review	1	2	3	4	5
21.	Assisting in establishment of school's educational goals	1	2	3	4	5
22.	Participation in evaluation of school programs and instruction	1	2	3	4	5
23.	Participation in evaluation of school staff	1	2	3	4	5
24.	Participation in evaluation of students	1	2	3	4	5
25.	Participation in decisions about hiring/firing of school staff	1	2	3	4	5
26.	Identifying needs and problem areas of the school	1	2	3	4	5

ACTIVITIES	Not Typical		Somewhat Typical		Very Typical
27. Initiating policy changes for the school or school district.........	1	2	3	4	5
28. Attending parent/teacher conferences about children's progress.............	1	2	3	4	5

GOALS OF PARENT INVOLVEMENT

From research findings, 12 important goals for parent involvement in the schools have been suggested. We want to find out to what extent do you agree or disagree with each of these as a goal for parent involvement.

CIRCLE THE ANSWER WHICH BEST DESCRIBES YOUR AGREEMENT WITH THESE GOALS.

GOALS	Strongly Disagree	Disagree	Agree	Strongly Agree
1. To encourage and provide for continuous growth of parent involvement.........................	1	2	3	4
2. To increase parent, student, and school staff expectations and school success..................	1	2	3	4
3. To develop with school staff ways of involving more parents in the schools............................	1	2	3	4
4. To reinforce the view that schools "belong" to all affected by their operations (school board, parents, students, administrators, teachers, and community members).................	1	2	3	4
5. To allow parents to share their special expertise, talent, time and energy in ways that fulfill them as parents and individuals.....	1	2	3	4

GOALS	Strongly Disagree	Disagree	Agree	Strongly Agree
6. To maintain open communications with parents through a variety of methods	1	2	3	4
7. To improve children's self-esteem and academic achievement	1	2	3	4
8. To have parents help with the evaluation of school programs	1	2	3	4
9. To have parents become part of planning, implementation, and support of school programs	1	2	3	4
10. To increase parents' commitment to the success of the school	1	2	3	4
11. To develop ways for parents to help improve the learning climate and school program richness	1	2	3	4
12. To increase parents' recognition of themselves as partners in the educational process	1	2	3	4

The following information is needed from you to help us analyze the information being collected. It will help us compare the views of teachers, principals and teacher educators in the six-state region.

1. Are you: ____ Female ____ Male (Check one.)

2. Highest level of education completed: (Check one.)

____ Bachelors
____ Bachelors + Hours
____ Masters
____ Masters + Hours
____ Specialist
____ Doctorate

3. Are you: (Check one.)

____ American Indian
____ Black American
____ Asian American
____ Hispanic American
____ Anglo American

4. Number of years taught at the elementary school level: (Check one.)

____ 0-4
____ 5-9
____ 10-14
____ 15-19
____ 20 or more

5. Grade level presently teaching: (Check one.)

____ Prekindergarten
____ Primary (Kindergarten-2nd)
____ Intermediate (3rd-4th)
____ Upper (5th-6th)
____ Non-graded

6. Approximate total population of the town or city where you teach: (Check one.)

____ Below 500
____ 500 - 4,999
____ 5,000 - 9,999
____ 10,000 - 19,999
____ 20,000 - 49,999
____ 50,000 - 99,999
____ 100,000 - 499,999
____ 500,000 - 999,999
____ One million or more

7. Approximate number of students attending the school where you teach: (Check one.)

____ Below 100
____ 100 - 499
____ 500 - 999
____ 1,000 or more

8. Please estimate the percent (%) of students in your school for each category below:

___% low income (family earns less than $10,000 yearly)
___% middle income (family earns $10,000 - $25,000 yearly)
___% upper income (family earns more than $25,000 yearly)

9. Estimate the percent (%) of students in your school for each of the following racial groups:

___% Anglo
___% Asian
___% Black
___% Hispanic
___% American Indian

10. Which most closely describes your duties: (Check one.)

___ Regular classroom teacher
___ Special education teacher only (slow learner, mentally retarded, hyperactive, etc.)
___ Subject teacher only (reading, math, science, language arts)
___ Teacher of music, art, or physical education only
___ Speech teacher only
___ Teacher of physically handicapped only
___ Other (Please specify.) ________________________________

11. Which describes your teaching situation: (Check one.)

___ Self-contained classroom
___ Open space or area
___ Team teaching arrangement
___ Departmentalized teaching
___ Combination grade

12. Which best describes the areas of specialization in which you have the most training:

___ Elementary education
___ Early childhood education
___ Curriculum and instruction
___ Education administration
___ Health and physical education
___ Art or music education
___ Speech communication
___ Special education
___ Child or human development
___ Home economics

*Would you like to recieve a summary of the study's results? (Check one.)

___ Yes
___ No

March 19, 1981

Dear Principal:

The Southwest Educational Development Laboratory in Austin, Texas is conducting a study about parent involvement. This study is sponsored by the National Institute of Education. Information is being gathered from a six-state region which includes Arkansas, Louisiana, Mississippi, New Mexico, Oklahoma, and Texas.

We are asking principals, teachers, parents and teacher educators to help us develop guidelines for training new teachers to work with parents. The goal of this project is to develop training guidelines which are based upon the actual experience of administrators in the schools. Your experience as a principal is valuable in shaping these guidelines for teacher preparation.

The principal organization in your state has cooperated with us in conducting this study. It has endorsed the study, reviewed the questionnaire, and offered to provide names and addresses of members in each state. Hopefully, your name, title, and school address is correct. If not, please correct it when you return the questionnaire. We apologize for any errors in names and addresses.

Please complete the enclosed questionnaire and return it in the postage-paid, self-addressed envelope by April 3, 1981. Since we are surveying a very small sample of principals in each state, it is important that your questionnaire be completed. This will help make the results of the study more accurate. Thank you in advance for returning the questionnaire.

The information you provide us will be kept in strict confidence. Each questionnaire has an identification number for mailing purposes only. This helps us to avoid sending reminders to those who have returned their questionnaires. Your name and school will be used only to check returns and to verify accuracy of names and addresses.

The results of our study will be made available to practitioners and professionals concerned with teacher preparation. You can receive a summary of the results by so indicating in the space provided at the end of our questionnaire.

If you have any questions concerning the study, please write or call us at (512) 476-6861, Ext. 310. Feel free to also write any additional comments you may have about parent involvement at the end of the questionnaire. May I extend our sincere gratitude for assisting us with this study.

Sincerely,

David L. Williams Jr.

David L. Williams, Jr. (Dr.)
Director, Division of Community
and Family Education

PARENT INVOLVEMENT QUESTIONNAIRE

General Instructions

There are several parts in this questionnaire. Please complete each part.

In each section the scale descriptions and marking procedure may be different. Be sure to read the special instructions written in the box ☐ preceding each section.

Remember, the identification number in the box below serves to help us in (1) keeping track of returned questionnaires, and (2) identifying those to whom reminders should be sent. The confidentiality of your responses is assured. We hope that this procedure is acceptable to you.

Based on our testing of the questionnaire, it will only take about 20-25 minutes of your time to complete this instrument. Thanks.

P -

OPINIONS ABOUT PARENT INVOLVEMENT IN SCHOOLS

These statements are about teachers and parent involvement. For purposes of this study, parent involvement is defined as: the active participation of parents in both classroom/home learning activities and in school decision-making. When choosing your answer, please keep this definition in mind.

TO WHAT EXTENT DO YOU AGREE OR DISAGREE WITH EACH STATEMENT THAT FOLLOWS? CIRCLE THE NUMBER OF YOUR ANSWER.

OPINIONS	Strongly Disagree	Disagree	Agree	Strongly Agree
1. Teachers need to provide parents with ideas about helping with children's school work at home.....	1	2	3	4
2. Principals need to provide teachers with guidelines about parent involvement.................	1	2	3	4
3. A course in working with parents should be required for undergraduates in elementary education..	1	2	3	4
4. Teachers must take the initiative to get parents involved in education	1	2	3	4
5. There needs to be an elective course about involving parents for undergraduates in teacher training............................	1	2	3	4
6. Many teachers are uncomfortable working with parents...............	1	2	3	4
7. Teachers need to be involved in making school policy decisions.....	1	2	3	4
8. Teachers have enough to do without also having to work with parents...	1	2	3	4

OPINIONS	Strongly Disagree	Disagree	Agree	Strongly Agree
9. Teachers are having to take on many of the responsibilities that parents used to assume........	1	2	3	4
10. Teachers should not confer with parents about the child's home life................................	1	2	3	4
11. Teachers do not need training to prepare them for working with parents............................	1	2	3	4
12. Principals should be evaluated by parents...........................	1	2	3	4
13. Teacher evaluation by parents is a good idea........................	1	2	3	4
14. Principals should be responsible for parents taking a more active role in the schools.....................	1	2	3	4

These statements are about parents and their involvement in the schools. To what extent do you agree or disagree with each statement.

CIRCLE THE NUMBER OF YOUR ANSWER.

OPINIONS	Strongly Disagree	Disagree	Agree	Strongly Agree
1. Most parents would rather be involved with children's arts and crafts than with basic skills.......................	1	2	3	4
2. Parents need to provide principals with ideas about how they can become involved in school..........	1	2	3	4
3. Most parents want more information sent home about classroom instruction..............................	1	2	3	4

	OPINIONS	Strongly Disagree	Disagree	Agree	Strongly Agree
4.	Most parents are comfortable when they come to the school.......	1	2	3	4
5.	Most parents who assist in classrooms become more involved with their child's learning.............	1	2	3	4
6.	Most parents are not able to teach their children basic skills.............................	1	2	3	4
7.	Most parents are cooperative with teachers..........................	1	2	3	4
8.	Most parents know what is best for their school-age children..........	1	2	3	4
9.	Parent participation in all school related matters needs to be increased..........................	1	2	3	4
10.	More parents need to be included on curriculum development committees.........................	1	2	3	4
11.	Parents should help children do their homework.....................	1	2	3	4
12.	Most parents do not have the necessary training to take part in making school decisions.........	1	2	3	4
13.	It is difficult to get low income families involved in their children's schools.....................	1	2	3	4
14.	Parents need to make sure that children do their homework.............	1	2	3	4
15.	It is difficult to get working parents involved in the school.....	1	2	3	4
16.	Parents have too much input into decisions that are the concern of school staff.......................	1	2	3	4
17.	Most parents are not able to accept negative feedback about their children from teachers.................	1	2	3	4

	OPINIONS	Strongly Disagree	Disagree	Agree	Strongly Agree
18.	Most parents are unwilling to spend time on their children's education	1	2	3	4
19.	More parents would help children at home if they knew what to do	1	2	3	4
20.	Parent involvement in schools should be the responsibilty of parents	1	2	3	4
21.	Parents can make rational decisions about their children when given adequate information	1	2	3	4
22.	Parents do more harm than good by helping their children with homework	1	2	3	4
23.	Involving middle and upper income parents in the school is easy	1	2	3	4
24.	Parents should have the final word in educational decisions affecting their children	1	2	3	4
25.	Parent involvement has little effect on pupil success	1	2	3	4
26.	Parent involvement should be a right of parents	1	2	3	4

PARENT INPUT IN SCHOOL DECISIONS

Listed below are 20 decisions that school teachers and administrators often face. What we want to know is whether input from parents would be useful in helping to make these decisions.

PLEASE GIVE US YOUR OPINION BY CIRCLING THE NUMBER OF YOUR ANSWER.

	DECISIONS	Not Useful		Somewhat Useful		Very Useful
1.	Grouping children for instruction......	1	2	3	4	5
2.	Amount of homework assigned...........	1	2	3	4	5
3.	Choosing classroom discipline methods..	1	2	3	4	5
4.	Evaluating pupil performance...........	1	2	3	4	5
5.	Selecting teaching methods............	1	2	3	4	5
6.	Selecting textbooks and other learning materials............................	1	2	3	4	5
7.	Emphasizing affective skills rather than cognitive skills..................	1	2	3	4	5
8.	Placing children in Special Education..	1	2	3	4	5
9.	Curriculum emphasis on the arts rather than basic skills....................	1	2	3	4	5
10.	Hiring/firing of school staff..........	1	2	3	4	5
11.	Evaluating teacher performance.........	1	2	3	4	5
12.	Deciding priorities for the school budget................................	1	2	3	4	5
13.	Emphasizing multicultural/bilingual education..............................	1	2	3	4	5
14.	Setting promotion and retention standards for students.................	1	2	3	4	5

	DECISIONS	Not Useful		Somewhat Useful		Very Useful
15.	Formulating desegregation/integration plans..........................	1	2	3	4	5
16.	Making assignments of teachers within a school..............................	1	2	3	4	5
17.	Deciding if family problems are affecting school performance..........	1	2	3	4	5
18.	Setting school discipline guidelines..	1	2	3	4	5
19.	Providing sex role instruction and sex education..........................	1	2	3	4	5
20.	Setting guidelines for grading students..............................	1	2	3	4	5

UNDERGRADUATE PREPARATION FOR PARENT INVOLVEMENT IN SCHOOLS

The following statements represent some of the undergraduate training experiences which could enable elementary education majors to better understand and work with parents.

WHICH SHOULD UNDERGRADUATES IN ELEMENTARY TEACHER EDUCATION EXPERIENCE? CIRCLE YOUR ANSWER FOR EACH STATEMENT.

	EXPERIENCES		
1.	Being involved in parent organizations.	Yes	No
2.	Working with parent volunteers.	Yes	No
3.	Participating in parent-teacher conferences.	Yes	No
4.	Conducting home visits with parents.	Yes	No
5.	Participating in role playing or other such activities related to parent involvement.	Yes	No
6.	Conducting parent conferences.	Yes	No

7. Talking with inservice teachers about ways to work with parents. Yes No

8. Preparing written family histories of children. Yes No

9. Talking with parents about ways to work with teachers. Yes No

10. Evaluating available materials about parenting. Yes No

11. Being involved in school social activities with parents. Yes No

12. Assisting a principal in planning parent involvement activities. Yes No

13. Participating in principal-teacher-parent conferences concerning students. Yes No

14. Reading assigned parent involvement materials as part of a formal course. Yes No

Which three of these 14 experiences do you think would be most important in helping prospective teachers learn how to work with parents.

WRITE THE NUMBER OF YOUR ANSWER ON THE BLANK LINE.

a. Most Important: Statement ____

b. Second Most Important: Statement ____

c. Third Most Important: Statement ____

ROLES FOR PARENTS

Parents can have various roles regarding their involvement in the schools. We want to know how important you believe it is for the school to have parents involved in each of these roles. Listed below are seven roles that parents may have in schools.

CIRCLE THE ANSWER THAT DESCRIBES YOUR OPINION ABOUT THE IMPORTANCE OF THESE PARENT INVOLVEMENT ROLES.

ROLES	Not Important		Important		Very Important
1. Paid school staff (e.g., aides, parent educators, assistant teachers, etc.).	1	2	3	4	5
2. School program supporter (e.g., volunteers for activities, field trip chaperones, etc.).	1	2	3	4	5
3. Decision-maker (i.e., partners in school planning, curriculum or administrative decisions).	1	2	3	4	5
4. Home tutor for children (i.e., helping children at home to master school work).	1	2	3	4	5
5. Audience for school activities, (e.g., attending special performances, etc.).	1	2	3	4	5
6. Co-learner (i.e., parents participate in activities where they learn about education with teachers, students and principals).	1	2	3	4	5
7. Advocate, (i.e., activist role regarding school policies and community issues).	1	2	3	4	5

PARENT ACTIVITIES IN YOUR SCHOOL

Parents can become involved in their children's schools in a variety of ways. We have listed many of the activities which describe parent involvement in the schools.

CIRCLE THE ANSWER WHICH DESCRIBES HOW TYPICAL EACH ACTIVITY IS OF PARENT INVOLVEMENT IN YOUR SCHOOL.

ACTIVITIES	Not Typical		Somewhat Typical		Very Typical
1. Setting goals with teachers for classroom learning	1	2	3	4	5
2. Assisting children with school assignments at home	1	2	3	4	5
3. Visiting the school to observe in classroom	1	2	3	4	5
4. Attending open house or "follow-your-children's schedule" activities	1	2	3	4	5
5. Participating in activities to prepare parents for home tutoring of their children	1	2	3	4	5
6. Preparing and disseminating parent newsletter	1	2	3	4	5
7. Holding fund-raisers to support school needs	1	2	3	4	5
8. Conducting school public relations activities in the community	1	2	3	4	5
9. Identifying community resources for the school	1	2	3	4	5
10. Holding social functions at the school (coffees, luncheons, pot-luck suppers, etc.)	1	2	3	4	5

	ACTIVITIES	Not Typical		Somewhat Typical		Very Typical
11.	Tutoring students at home..............	1	2	3	4	5
12.	Assisting teachers with classroom learning activities..................	1	2	3	4	5
13.	Assisting in school resource areas, playgrounds, and health facilities....	1	2	3	4	5
14.	Chaperoning for school field trips, picnics, parties, etc..................	1	2	3	4	5
15.	Helping with the improvement of school facilities and the classroom learning environment.....................	1	2	3	4	5
16.	Providing clerical assistance to teachers...............................	1	2	3	4	5
17.	Participating in parent-teacher inservice activities at school........	1	2	3	4	5
18.	Attending parent-teacher educational meetings or conferences away from school................................	1	2	3	4	5
19.	Participation in school budget planning..............................	1	2	3	4	5
20.	Participating in curriculum development and review.......................	1	2	3	4	5
21.	Assisting in establishment of school's educational goals....................	1	2	3	4	5
22.	Participation in evaluation of school programs and instruction.......	1	2	3	4	5
23.	Participation in evaluation of school staff..........................	1	2	3	4	5
24.	Participation in evaluation of students..............................	1	2	3	4	5
25.	Participation in decisions about hiring/firing of school staff.........	1	2	3	4	5
26.	Identifying needs and problem areas of the school.........................	1	2	3	4	5

ACTIVITIES	Not Typical		Somewhat Typical		Very Typical
27. Initiating policy changes for the school or school district.........	1	2	3	4	5
28. Attending parent/teacher conferences about children's progress.............	1	2	3	4	5

GOALS OF PARENT INVOLVEMENT

From research findings, 12 important goals for parent involvement in the schools have been suggested. We want to find out to what extent do you agree or disagree with each of these as a goal for parent involvement.

CIRCLE THE ANSWER WHICH BEST DESCRIBES YOUR AGREEMENT WITH THESE GOALS.

GOALS	Strongly Disagree	Disagree	Agree	Strongly Agree
1. To encourage and provide for continuous growth of parent involvement.........................	1	2	3	4
2. To increase parent, student, and school staff expectations and school success..................	1	2	3	4
3. To develop with school staff ways of involving more parents in the schools............................	1	2	3	4
4. To reinforce the view that schools "belong" to all affected by their operations (school board, parents, students, administrators, teachers, and community members)...............	1	2	3	4
5. To allow parents to share their special expertise, talent, time and energy in ways that fulfill them as parents and individuals.....	1	2	3	4

	GOALS	Strongly Disagree	Disagree	Agree	Strongly Agree
6.	To maintain open communications with parents through a variety of methods	1	2	3	4
7.	To improve children's self-esteem and academic achievement	1	2	3	4
8.	To have parents help with the evaluation of school programs	1	2	3	4
9.	To have parents become part of planning, implementation, and support of school programs	1	2	3	4
10.	To increase parents' commitment to the success of the school	1	2	3	4
11.	To develop ways for parents to help improve the learning climate and school program richness	1	2	3	4
12.	To increase parents' recognition of themselves as partners in the educational process	1	2	3	4

The following information is needed from you to help us analyze the information being collected. It will help us compare the views of teachers, principals and teacher educators in the six-state region.

1. Are you: ____ Female ____ Male (Check one.)

2. Highest level of education completed: (Check one.)

____ Bachelors
____ Bachelors + Hours
____ Masters
____ Masters + Hours
____ Specialist
____ Doctorate

3. Are you: (Check one.)

____ American Indian
____ Black American
____ Asian American
____ Hispanic American
____ Anglo American

4. Number of years as a principal: (Check one.)

____ 0- 4
____ 5- 9
____ 10-14
____ 15-19
____ 20 or more

5. What grade levels are in your building: (Check one.)

____ Prekindergarten - 6th
____ Kindergarten - 6th
____ 1st - 6th
____ Kindergarten - 7th; 8th;-9th
____ Kindergarten - 12th
____ Non-graded

6. Approximate total population of the town or city where you are principal: (Check one.)

____ Below 500
____ 500 - 4,999
____ 5,000 - 9,999
____ 10,000 - 19,999
____ 20,000 - 49,999
____ 50,000 - 99,999
____ 100,000 - 499,999
____ 500,000 - 999,999
____ One million or more

7. Approximate number of students attending the school where you are principal: (Check one.)

____ Below 100
____ 100 - 499
____ 500 - 999
____ 1,000 or more

8. Please estimate the percent (%) of students in your school for each category below:

____% low income (family earns less than $10,000 yearly)
____% middle income (family earns $10,000 - $25,000 yearly)
____% upper income (family earns more than $25,000 yearly)

9. Estimate the percent (%) of students in your school for each of the following racial groups:

____% Anglo
____% Asian
____% Black
____% Hispanic
____% American Indian

10. From which source does the largest amount of your school funds come:

____ local system/district
____ state
____ federal
____ private

11. Use a check (✓) to indicate which best describes the types of programs in your school: (Check only one.)

____ Local programs
____ State programs
____ Federal programs
____ Private programs

12. Which category most closely describes your duties: (Check one.)

____ Administration only
____ Administration and curriculum development
____ Administration and classroom teaching
____ Administration and staff development/inservice training
____ Administration and coaching

13. Which best describes the classroom teaching situations in your building: (Check one.)

____ Self-contained classroom
____ Open space or area
____ Team teaching arrangement
____ Departmentalized teaching
____ Combination grade

14. Which best describes the areas of specialization in which you have the most training:

____ Elementary education
____ Early childhood education
____ Curriculum and instruction
____ Education administration
____ Health and physical education
____ Art or music education
____ Speech communication
____ Special education
____ Child or human development
____ Home economics

*Would you like to receive a summary of the study's results? (Check one.)

____ Yes
____ No

April 1, 1980

Dear Teacher Educator:

The Division of Community and Family Education at Southwest Educational Development Laboratory (SEDL) has recently developed a survey concerning a growing issue in teacher training--the relations between teachers and parents, school and home. There appears to be a push for teachers to be more involved with parents as reflected in PL-94142, but it is difficult to discern whether this is the result of a movement within the majority ranks of educators, or a by-product of a larger political process.

The Division of Community and Family Education would like to know more about these matters from the persons directly responsible for teacher preparation. Rather than relying on the opinion of a few "experts," every effort has been made to survey all university/college persons involved with teacher training in elementary education in a six-state area. Our list of respondents numbers more than 900 persons. We have developed a comprehensive set of items that attempt to tap important attitudes, feelings, and experiences of professors in elementary education. We need your candid input.

Given that each of you has many responsibilities demanding your time and attention, and that you receive many requests like ours, we think that filling out this survey will require only a small amount of your time and effort. Participants in our pilot test reported a 15-20 minute time investment for completing the questionnaire. Your input is needed and will be valuable to our research. Considerable time has been spent developing an instrument that would provide important, timely information pertinent to teacher education.

We really appreciate your taking the time to respond to our survey. It is requested that you complete the questionnaire as soon as possible, preferably no later than May 1, 1980. If you have any questions or concerns regarding the survey, please feel free to call (512) 476-6861, Ext. 355 or Ext. 310. Thank you for your time and consideration.

Sincerely,

Melinda J. Longtain
Research Assistant, Division
of Community and Family Education

David L. Williams Jr.

David L. Williams, Jr. (Dr.)
Director, Division of Community
and Family Education

Enclosures

SOUTHWEST PARENT EDUCATION RESOURCE CENTER
SOUTHWEST EDUCATIONAL DEVELOPMENT LABORATORY
211 EAST SEVENTH STREET
AUSTIN, TEXAS 78701

Part I

The following list contains a series of statements about general issues in education, parent-teacher relations, teacher training programs, and Parent Involvement Training. Parent Involvement Training (PIT) includes any and all activities designed to prepare undergraduate students to work with parents in their future roles as teachers.

Please indicate how much you agree or disagree with each of the following statements by circling how you feel. We are trying to get your opinion, not what you think your opinion should be.

HOW YOU ACTUALLY FEEL

SA.....Strongly Agree
A......Agree
D......Disagree
SD.....Strongly Disagree

	HOW YOU ACTUALLY FEEL			
1. Parents are usually cooperative with teachers.	SA	A	D	SD
2. Public school teachers are underpaid.	SA	A	D	SD
3. Parents usually know what is best for their elementary school age children.	SA	A	D	SD
4. It is possible to train teachers to manage the wide variety of student abilities present in today's classroom.	SA	A	D	SD
5. Problems in schools are more the fault of parents than of teachers.	SA	A	D	SD
6. Most teachers see themselves as professionals.	SA	A	D	SD
7. Parent participation in all school related matters should be increased.	SA	A	D	SD
8. The general public has confidence in our schools.	SA	A	D	SD
9. Stronger efforts should be made to include parents on curriculum development boards.	SA	A	D	SD
10. Training teachers to work with parents should not be a priority for undergraduate training.	SA	A	D	SD

NEXT PAGE, PLEASE.

HOW YOU ACTUALLY FEEL

11. Having parents help their children with homework is a good idea. SA A D SD

12. If parents want to have more input into educational policy and planning, they should go to college and get a degree in education. SA A D SD

13. It is the teacher's responsibility to get parents involved in education. SA A D SD

14. Getting low income families interested in their schools is an unrealistic goal. SA A D SD

15. Parent Involvement Training is important enough to allocate undergraduate training time to it. SA A D SD

16. Parents are being given too many rights over matters that are the concern of educators. SA A D SD

17. Parenting and family life are private matters and not the business of teachers. SA A D SD

18. Most teachers feel uncomfortable with parents. SA A D SD

19. If more time were available, I would advocate Parent Involvement Training in undergraduate curriculum. SA A D SD

20. Teaching is a respected profession. SA A D SD

21. Teachers should be trained to teach; all other school problems should be handled by other professionals. SA A D SD

22. Teachers have enough to worry about without having to work with parents, too. SA A D SD

23. Most parents are too emotionally involved with their children to listen objectively to feedback from teachers (especially if it is negative). SA A D SD

24. Parent Involvement Training is another fad in education; it should not be taken too seriously. SA A D SD

25. Parents are unwilling to take time for their children these days. SA A D SD

26. Teachers are having to absorb more and more of the responsibilities that parents used to assume. SA A D SD

NEXT PAGE, PLEASE.

		HOW YOU ACTUALLY FEEL			
27.	More parents would help children at home if they knew what to do.	SA	A	D	SD
28.	Teacher education does not attract sharp, motivated persons.	SA	A	D	SD
29.	It is appropriate for teachers to confer with parents about the child's home life.	SA	A	D	SD
30.	Parent involvement in education is the responsibility of the parent, not of the teacher.	SA	A	D	SD
31.	Teachers and other people in education are responsible for many of the problems with youth and children.	SA	A	D	SD
32.	When given adequate information about their children, parents can make rational decisions.	SA	A	D	SD
33.	Teachers need extra training to prepare them for working with parents of different cultural and ethnic backgrounds.	SA	A	D	SD
34.	Professors in Colleges of Education who teach undergraduates are not prepared to conduct a course on parent involvement.	SA	A	D	SD
35.	Presently, there is a shortage of materials necessary for developing a course on Parent Involvement Training.	SA	A	D	SD
36.	The average parent does more harm than good by helping a child with school work.	SA	A	D	SD
37.	Teacher training should follow other professional programs and become a five-year training sequence.	SA	A	D	SD
38.	With few exceptions, parents should always have the final word in educational decisions affecting their children.	SA	A	D	SD
39.	Teachers have little impact on parent behavior.	SA	A	D	SD
40.	Working with parents requires specific training.	SA	A	D	SD
41.	Lack of interest by college professors is a significant barrier to Parent Involvement Training for undergraduates.	SA	A	D	SD
42.	Education is having problems because parents are not doing their job.	SA	A	D	SD

NEXT PAGE, PLEASE.

HOW YOU ACTUALLY FEEL

43. Developing a course on Parent Involvement Training would require knowledge not currently available in most Colleges of Education. SA A D SD

44. Teacher evaluation by parents is a good idea. SA A D SD

45. Parent Involvement Training should be required for teachers as a continuing education course after the first year of teaching. SA A D SD

46. Working with parents is a counselor's job. SA A D SD

Part II

Assume for a moment that Parent Involvement Training (PIT) has been mandated for all undergraduates in education. Given this as a requirement, please respond to the following items, using the definitions from Part I:

HOW YOU ACTUALLY FEEL

1. Incorporating PIT into an existing course would be more than adequate. SA A D SD

2. PIT should be presented as a core, "theory" course. SA A D SD

3. Student immaturity would prevent a PIT course from being significantly useful at any point in training. SA A D SD

4. PIT should be handled by another department. SA A D SD

5. Providing a communication skills training or human relations training would provide all that would be pertinent for PIT. SA A D SD

6. Systematic inservice on PIT should be available for professors. SA A D SD

7. PIT should be handled by inservice training for teachers. SA A D SD

NEXT PAGE, PLEASE.

Part III

How do you feel about each of the following ways Parent Involvement Training could be presented in the undergraduate curriculum? Rate how important you think each item is by circling the appropriate number on the five-point scale. The lowest rating is 1 and the highest rating is 5.

(✓)		IMPORTANCE OF METHOD Low				High
__	a. Requiring student involvement in a parent organization.	1	2	3	4	5
__	b. Pairing student teachers with parent volunteers.	1	2	3	4	5
__	c. Mandatory participation in parent-teacher conferences.	1	2	3	4	5
__	d. Mandatory home-visits while student teaching.	1	2	3	4	5
__	e. Required involvement in a community organization where student teaching occurs.	1	2	3	4	5
__	f. Participation in role-plays, or other laboratory exercises involving teachers and parents.	1	2	3	4	5
__	g. Having field supervisor observe at least two parent conferences led by the student.	1	2	3	4	5
__	h. Bringing in a public school teacher as a speaker on parent-teacher relations.	1	2	3	4	5
__	i. Required written family history of a child.	1	2	3	4	5
__	j. Bringing in a parent(s) to class as experts in parent-teacher relations.	1	2	3	4	5
__	k. Interviewing a parent leader.	1	2	3	4	5
__	l. Having each student develop a personal library for and about parents.	1	2	3	4	5
__	m. Having students evaluate parenting materials for content, topic, target group, reading level, etc.	1	2	3	4	5

Part IV

Please review the preceding suggestions for Parent Involvement Training and quickly make a single (✓) if you have ever included that activity in any of your college teaching. Please use the left-hand column for this.

NEXT PAGE, PLEASE.

Part V

Input into the decision-making process can come from several sources. For schools, these can include: central office staff, state/federal agencies, principals, students, parents, teachers, etc. Quite often though, final authority for decisions is the responsibility of one group or person. So, participation in decision-making can occur at two levels:

1. providing input only
2. having final authority (which includes providing input)

For the purposes of this survey, PARENTS, TEACHERS, and PRINCIPALS have been targeted as the major decision-making sources in local schools. With this in mind, who do you think should have the right to (1) provide input only or (2) have the final authority, regarding the issues listed below.

DIRECTIONS: Please underline for input and circle for final authority.

FOR EXAMPLE:

	Parents	Teachers	Principal
a. Handling individual learning problems.	P	[✓ T]	PR
b. Handling individual learning problems.	P	[✓ T]	PR
c. Handling individual learning problems.	P	T	[✓ PR]

DECISION-MAKING ISSUES	DEGREE OF RESPONSIBILITY FOR DECISION		
	Parents	Teachers	Principal
1. Ability grouping for instruction.	P	T	PR
2. Homework assignments.	P	T	PR
3. Classroom discipline methods.	P	T	PR
4. Pupil evaluation.	P	T	PR
5. Teaching methods.	P	T	PR
6. Selection of textbooks and other learning materials.	P	T	PR
7. Degree of emphasis on social skills vs. cognitive skills.	P	T	PR
8. Placement into Special Education.	P	T	PR

NEXT PAGE, PLEASE.

		DEGREE OF RESPONSIBILITY FOR DECISION		
		Parents	Teachers	Principals
9.	Emphasis in arts vs. basic skills.	P	T	PR
10.	Emphasis on science vs. social studies.	P	T	PR
11.	Hiring/firing school staff.	P	T	PR
12.	Providing career information.	P	T	PR
13.	Sex role/sex education instruction.	P	T	PR
14.	Emphasis on multicultural education.	P	T	PR
15.	Promotion and retention standards of students.	P	T	PR
16.	Desegregation/integration plans.	P	T	PR
17.	Rotation/assignment of teachers within building.	P	T	PR
18.	Family problems affecting student performance.	P	T	PR
19.	Evaluation of school staff.	P	T	PR

ONLY A FEW MORE ITEMS →→→

Please check (✓) the appropriate response to the following information.

1. How many years have you taught at the college level?

____ less than 1 year
____ 1-3 years
____ 4-6 years
____ 7-9 years
____ 10 or more years

2. How many years have you taught in public (or private) schools?

____ less than 1 year
____ 1-3 years
____ 4-6 years
____ 7-9 years
____ 10 or more years

3. Primary focus of your graduate training experience:

____ Kindergarten/Preschool
____ Elementary Education
____ Special Education
____ Curriculum and Instruction
____ Other, please specify ____________________

4. Approximate enrollment of present institution where you are teaching:

____ Up to 1,000
____ 1,000- 5,000
____ 5,001-10,000
____ 10,001-15,000
____ 15,001-20,000
____ 20,001-30,000
____ 30,001-40,000
____ 40,001 +

5. How much do you include parent-teacher relations as part of your teaching?

____ None
____ Very little, only if it comes up in class discussions
____ I usually devote at least one class session to this topic
____ I teach a "module" on this topic as part of my course
____ I teach a course devoted to this topic
____ Other, please specify ____________________

6. Sex: ____ Male ____ Female

7. Which of the following are you:

____ American Indian
____ Mexican American
____ Black
____ Anglo
____ Asian
____ Other, please specify ____________________

THANK YOU VERY MUCH FOR COMPLETING THE SURVEY.

APPENDIX B
Parent Involvement in Education Conference Materials
October 6-7, 1983

AGENDA

A WORKING CONFERENCE

Sponsored by the PARENT INVOLVEMENT IN EDUCATION PROJECT (PEIP)
DIVISION OF FAMILY, SCHOOL AND COMMUNITY STUDIES (DFSCS)
SOUTHWEST EDUCATIONAL DEVELOPMENT LABORATORY (SEDL)
Austin, Texas

THEME: **"PARENT INVOLVEMENT AND ELEMENTARY SCHOOL TEACHER TRAINING"**

GOAL: To obtain suggestions/recommendations from conferees which will be used in the development of guidelines and strategies to help train elementary teachers for parent involvement.

OBJECTIVES:

1. To present current views about parent involvement from a federal, national and regional perspective.
2. To discuss findings from a regional study of parent involvement.
3. To present implications and conclusions from the regional parent involvement study findings.
4. To determine how the roles, knowledge, and skills of teachers can be enhanced with preservice and inservice training for parent involvement.
5. To produce a set of suggestions/recommendations that can be used in the development of guidelines and strategies which help train teachers for parent involvement.

DATE: October 6 - 7, 1983

PLACE: Southwest Educational Development Laboratory
211 East 7th Street, 2nd floor
Austin, Texas
(512) 476-6861, X 343, 243

AGENDA

THURSDAY, OCTOBER 6, 1983 (Second Floor Conference Room)

8:30 - 9:00 Registration and Refreshments (Juice, Coffee, and Doughnuts)

9:00 - 9:10 Welcome and Introductions - Dr. John Stallworth, Research Associate, PIEP
Dr. Preston C. Kronkosky, Executive Director, SEDL

9:10 - 9:20 Conference Details and Particulars - Judy Melvin, Administrative Assistant, DFSCS

9:20 - "Parent Involvement and Teacher Training: Some Insights" - Mr. David Seeley, Author, Publisher and Advocate for Home-School-Community Partnerships in Education; New York

"State Level Perspectives on Parent Involvement" - Mr. Will Davis, Board Member, Texas State Board of Education, Austin, TX

10:15 "A Regional Approach to Gathering Perspectives About Parent Involvement" - Dr. David L. Williams, Jr., Director, PIEP & DFSCS

10:15 - 10:30 Interaction Between Presenters and Conferees - Williams

10:30 - 10:45 BREAK

10:45 - 11:30 "Highlights of Research Findings and Implications from A Regional Parent Involvement Survey " - Stallworth and Williams

11:30 - 12:00 Interaction Between Presenters and Conferees (questions, comments, etc.) - Williams

12:00 - 1:15 LUNCH (on your own)

1:15 - 1:30 Organization and Task Assignments for Small Group Sessions - Williams

1:30 - 2:15 **Small Group Session I** - "Guidelines and Strategies for Training Teachers to Help Parents Become More Effective Home Tutors with Their Children"

Group A, Room 402 (4th Floor)
Leader - Fite
Recorder - Granowsky
Members - Willis, Pierce, Jennings, Word, Tippin

Group B, Room 404 (4th Floor)
Leader - Emmons
Recorder - Poole
Members - E. Barron, Escobedo, Smith, Patterson, Davis

Group C, Room 406 (4th Floor)
Leader - Scott
Recorder - B. Barron
Members - Kroth, Cordray, Vodicka, Bracken, Seeley

2:15 - 2:45 Reassemble and Share Reports from Small Group I Discussions - Room 400 (Stallworth)

2:45 - 3:00 BREAK

3:00 - 3:45 **Small Group Session II** - "Guidelines and Strategies for Training Teachers to Help Parents Become More Effective as Audience and Supporters of School Programs"

Group A, Room 404 (4th Floor)
Leader - Granowsky
Recorder - Willis
Members - B. Barron, Bracken, Emmons, E. Barron, Scott

Group B, Room 406 (4th Floor)
Leader - Kroth
Recorder - Tippin
Members - Fite, Pierce, Smith, Jennings, Cordray

Group C, Room 402 (4th Floor)
Leader - Vodicka
Recorder - Patterson
Members - Word, Escobedo, Poole, Seeley, Davis

3:45 - 4:15 Reassemble and Share Reports from Small Group II Discussions - Room 400 (Williams)

4:15 - 4:30 Review Day's Activities, Tomorrow's Schedule and Make Changes if Appropriate, Review Evening's Activity (Stallworth, Melvin and Williams)

7:00 - 9:00 Evening Session at Home of Gloria and David Williams
7205 Lamplight Lane
345-2535
Food, beverages and conference discussions (Transportation provided for hotel lodgers. Pick up time will be 6:30 p.m.)

FRIDAY, OCTOBER 7, 1983 (Room 400)

8:30 - 9:00 Refreshments

9:00 - 9:15 Agenda Review and Directions for Today's Small Groups
Williams

9:15 - 10:00 **Small Group Sessions III** - "Guidelines and Strategies for Training Teachers to Work with Parents Involved in School Decision Making"

Group A, Room 406 (4th Floor)
Leader - Cordray
Recorder - Word
Members - Kroth, Granowsky, Patterson
Poole, Emmons

Group B, Room 402
Leader - Seeley
Recorder - Jennings
Members - Scott, Escobedo, Tippin,
Willis, Smith

Group C, Room 404
Leader - Bracken
Recorder - E. Barron
Members - Gillis, Pierce,
B. Barron, Vodicka

10:00 - 10:30 Reassemble and Share Reports from Small Group Sessions - Room 400 (Stallworth)

10:30 - 10:45 BREAK

10:45 - 11:30 **Small Group Sessions IV** - "Guidelines and Strategies for Training Teachers to Work with Parents as Advocates and Co-Learners"

Group A, Room 402
Leader - Pierce
Recorder - Emmons
Members - Seeley, Bracken, Poole,
E. Barron, Scott

Group B, Room 404
Leader - Willis
Recorder - Gillis
Members - Cordray, Tippin, Jennings, Kroth,

Group C, Room 406
Leader - Smith
Recorder - Escobedo
Members - Granowsky, Vodicka, Patterson
B. Barron, Word

11:30 - 12:00 Reassemble and Share Reports from Small Group Discussions - Room 400 (Williams)

12:00 - 1:15 LUNCH (on your own)

1:15 - 2:00 "A Collegial Approach to the Integration of Parent Involvememt Training into Teacher Preparation" (Stallworth and Williams)
The total group will identify some of the important concerns that efforts to have parent involvement training as part of elementary teacher education could face:

1. What major problems might each of the following encounter in attempting to include parent involvement training as part of teacher preparation?
    a. Teacher Education Colleges, Schools, Departments.
    b. State Departments of Education
    c. Local School Districts
    d. Parent Organizations/Groups (PTA, Coalition of Title One Parents, etc.)
    e. National Educational Organizations/ Agencies (AACTE, NEA, NCSIE, etc.)
    f. Federal Education Agencies (NIE, ED, etc.)

2:00 - 2:30 "What Can We Do and Where Do We Go From Here (one minute insights from each conference participant (Williams)

2:30 - 2:40 Conference Evaluation (Stallworth)

2:40 - 2:45 Closing Comments (Stallworth and Williams)

2:45 - 3:00 Networking Activity

3:00 ADJOURN

PARTICIPANTS

PARENT INVOLVEMENT IN EDUCATION CONFERENCE

OCTOBER 6-7, 1983

1. **EVA BARRON**
Austin Independent School District
1106 Clayton Lane, Suite 500-E
Austin, TX 78723

Ms. Barron is the Parent Involvement Specialist for AISD and is responsible for parent involvement in several programs.

2. **BEN BARRON**
College of Basic Studies
Room 103 N, Pod D
Northwestern State University
Natchitoches, LA 71497

Dr. Barron has conducted a state-wide survey of parent involvement for the Louisiana Department of Education, as well as provided inservice and preservice training related to parent-teacher conferencing.

3. **JO BRACKEN**
Arkansas Parent-Teacher Association
3022 Memphis
Fort Smith, AR 72901

Ms. Bracken is the immediate past president of the Arkansas PTA and continues to be active with respect to parent involvement issues.

4. **SARAH CORDRAY**
Houston Independent School District
3830 Richmond Avenue
Houston, TX 77027

Ms. Cordray is a member of the Houston ISD Central administration staff. She serves as the Director for Staff/Community Relations and is associated with the district's Operation Fail Safe Program.

5. **WILL D. DAVIS**
Texas State Board of Education
Perry Brooks Building
8th and Brazos Streets
Austin, TX 78701

Mr. Davis has a long history of involvement in educational affairs in Texas. He is a past president of Austin's School Board and presently serves on the Texas State Board of Education.

6. **RAMONA EMMONS**
   Oklahoma State Department of Education
   Oliver Hodge Memorial Education Building
   Oklahoma City, OK 73105

   Dr. Emmons is the Assistant Administrator for the Teacher Education/Staff Development Sections within her agency.

7. **THERESA ESCOBEDO**
   College of Education
   The University of Texas
   Austin, TX 78712

   Dr. Escobedo is an Assistant Professor of Early Childhood in the Curriculum and Instruction Department and teaches courses concerning how to involve parents in children's education.

8. **KATHY FITE**
   Director of Elementary Education
   Education Department
   Southwest Texas State University
   San Marcos, TX 78666

   Dr. Fite is an Associate Professor and Director of Elementary Education in her department. She supervises student teachers, is editor for the Texas Computer Education Association's newsletter and teaches Methods/Materials as well as the Role of Teachers among her many activities.

9. **MARGUERITE GILLIS**
   Education Department
   Southwest Texas State University
   San Marcos, TX 78666

   Dr. Gillis is an Assistant Professor and Reading Specialist in her department. She also is a well published textbook author and instructs prospective teachers in how to work with parents.

10. **ALVIN GRANOWSKY**
    4411 Gilbert, #8
    Dallas, TX 75219

    Dr. Granowsky, formerly with the Dallas Independent School District, currently provides teacher training, and has served as a consultant to the National PTA, as well as to state and local education agencies.

11. **NORWEIDA JENNINGS**
    Jackson Public Schools
    2350 Monte Bello Drive
    Jackson, MS 39213

    Ms. Jennings is the coordinator for parent involvement in the Jackson city schools, especially focusing on the problems of implementing parent involvement programs.

12. **ROGER KROTH**
Department of Special Education
University of New Mexico
Albuquerque, NM 87131

Dr. Kroth is both a professor of Special Education and the director of the Center for Parent Involvement, a joint project between the University of New Mexico and the Albuquerque Public Schools.

13. **CARROLL PATTERSON**
Administrative Vice President
Austin City Council PTA
2905 Stoneway Drive
Austin, TX 78731

Ms. Patterson is Administrative Vice President of the Austin PTA Council which is made up of local school PTAs in the AISD.

14. **JAMES PIERCE**
Director
Teacher Education and Certification
State Department of Education
Santa Fe, NM 85703

Dr. Pierce is involved with developing state standards for teacher training, and is sensitive to the problems related to revising these standards to reflect changing job demands placed on teachers.

15. **MIKE POOLE**
Staff Development and Inservice Education
Austin Independent School District
6100 Guadalupe
Austin, TX 78752

Mr. Poole is the Director of Staff Development and Inservice Education for the district and coordinates all activities related to these areas.

16. **MARI SCOTT**
Department of Curriculum and Instruction
Central State University
100 North University Drive
Edmond, OK 73034

17. **DAVID SEELEY**
66 Harvard Avenue
Staten Island, NY 10301

Mr. Seeley, author of Education Through Partnership, is a nationally known writer and publisher of books and articles concerning the home-school-community partnership for improving education which he sees as an essential element in educational reform.

18. **N. F. SMITH**
Assistant Superintendent of Education
Sillers State Office Building
P.O. Box 771
Jackson, MS 39205

Mr. Smith has served as teacher, principal and district superintendent before coming to the State Department of Education as the Assistant Superintendent. He views parent involvement as a critical element in the educational reforms initiated in Mississippi.

19. **MARY TIPPIN**
Texas Congress of Parents and Teachers
3024 Federal Street
El Paso, TX 79930

Ms. Tippin is the First Vice President of the Texas PTA and has been an active member in the organization's affairs for several years.

20. **EDWARD VODICKA**
Texas Education Agency
201 East 11th Street
Austin, TX 78701

Dr. Vodicka is Director of the Commission on Standards for the Teaching Profession at TEA, with extensive experience in the area of teaching standards and the problems related to developing and changing those standards.

21. **OLIVE ANN WILLIS**
Elementary Education Supervisor
Winn Parish School Board
Box 430
Winnfield, LA 71483

Mrs. Willis has responsibility for developing and implementing the successful parent involvement efforts in the Winn Parish Schools. She understands the value of parent participation as well as the problems which must be faced in implementing parent involvement programs.

22. **ROSEMARIE WORD**
University of Arkansas-Pine Bluff
Pine Bluff, AR 71601

Dr. Word is the Director of Educational Experiences and the Certification Officer at The University of Arkansas-Pine Bluff.

REVISED

SMALL GROUP SESSIONS

SMALL GROUP SESSION I

Room 402	Room 404	Room 406
Fite (L)*	Emmons (L)	Scott (L)
Granowsky (R)**	Poole (R)	B. Barron (R)
Willis	E. Barron	Vodicka
Pierce	Smith	Kroth
Jennings	Escobedo	Bracken
Tippin	Patterson	Cordray
Word	Davis	Seeley

SMALL GROUP SESSION II

Room 404	Room 406	Room 402
Granowsky (L)	Kroth (L)	Vodicka (L)
Willis (R)	Tippin (R)	Patterson (R)
B. Barron	Pierce	Word
Emmons	Smith	Poole
E. Barron	Jennings	Escobedo
Bracken	Fite	Seeley
Scott	Cordray	Davis

SMALL GROUP SESSION III

Room 406	Room 402	Room 404
Cordray (L)	Seeley (L)	Bracken (L)
Word (R)	Jennings (R)	E. Barron (R)
Granowsky	Scott	Gillis
Patterson	Tippin	Vodicka
Poole	Escobedo	B. Barron
Kroth	Willis	Pierce
Emmons	Smith	

SMALL GROUP SESSION IV

Room 402	Room 404	Room 406
Pierce (L)	Willis (L)	Smith (L)
Emmons (R)	Gillis (R)	Escobedo (R)
Seeley	Cordray	Vodicka
Bracken	Tippin	Patterson
Poole	Jennings	B. Barron
E. Barron	Kroth	Word
Scott		Granowsky

* - Leader; ** - Recorder

GUIDE SHEET FOR SMALL GROUP SESSION LEADERS

This sheet is for use by small group session **Leaders** to help facilitate and complete the discussion among participants.

1. Inform **group** that they should make notes of discussion or ideas and that a recorder is being used to tape the session.
2. Have **Recorder** make sure that the group provides precise responses to questions on the Session Work Sheet as well as for others the group raises.
3. Inform group members they could be called upon by the person reporting to help amplify responses to particular questions during the reporting sessions.
4. Ask **Recorder** to write drafts and final group responses to questions.
5. Monitor the discussion and responses to questions so there is ample time for answering each.
6. Use the chalkboard or flip charts, as needed, for arranging thoughts, ideas and responses.
7. Determine who will make the group's report during the large group session.
8. Indicate and report on questions and responses which are in addition to those on the Small Group Work Sheets.

RECORDING SHEET FOR SMALL GROUP SESSION RECORDERS

This sheet is for small group session **Recorders** to help prepare the written responses to questions that will be reported on during large group sessions.

1. Jot down important discussion points on the chalkboard, your note pad or the flip chart.
2. Keep track of the tape recorder during the session, flipping it to side 2 when appropriate.
3. Use the tape recorder as back-up for reviewing discussion points which may have been missed or need recalling in preparing written responses to questions.
4. Write specific responses to each question on the Work Sheets. There is also space for important questions and responses the group raises but were not included on the Work Sheet.
5. Turn in your group's work sheet and cassette tape to John, Judy or David after reports have been made.

PARENT INVOLVEMENT IN EDUCATION CONFERENCE

SMALL GROUP SESSION I - ROOM 402

Guidelines and Strategies for Training Teachers to Help Parents Become More Effective Home Tutors of Their Children

TIME: 1:30 - 2:15 (Thursday)

PROCEDURES:

1. Leader: **KATHY FITE**
2. Recorder: **Alvin Granowsky**
3. Hold group discussion which leads to the preparation of written responses for the following questions*:
    a. What skills and knowledge should teachers acquire to help parents become more effective home tutors?
    b. How should teachers' professional roles be changed in order to help parents become more effective home tutors?
    c. Based upon the responses to a and b, what are your recommendations for training teachers (preservice and inservice) to help parents become more effective as home tutors?
4. Condense discussion of each question into precise, written responses and be prepared to present them at our large group session this afternoon.

*In our surveys, we have defined the parent role of **home tutor** as: helping their own children at home to master school work or other knowledge and skills.

Other relevant questions might arise during the group discussion. Please include these and the group's responses to them in your report.

PARENT INVOLVEMENT IN EDUCATION CONFERENCE

SMALL GROUP SESSION I - ROOM 404

Guidelines and Strategies for Training Teachers to Help Parents Become More Effective Home Tutors of Their Children

TIME: 1:30 - 2:15 (Thursday)

PROCEDURES:

1. Leader: **Ramona Emmons**

2. Recorder: **Mike Poole**

3. Hold group discussion which leads to the preparation of written responses for the following questions*:

    a. What skills and knowledge should teachers acquire to help parents become more effective home tutors?

    b. How should teachers' professional roles be changed in order to help parents become more effective home tutors?

    c. Based upon the responses to a and b, what are your recommendations for training teachers (preservice and inservice) to help parents become more effective as home tutors?

4. Condense discussion of each question into precise, written responses and be prepared to present them at our large group session this afternoon.

*In our surveys, we have defined the parent role of **home tutor** as: helping their own children at home to master school work or other knowledge and skills.

Other relevant questions might arise during the group discussion. Please include these and the group's responses to them in your report.

PARENT INVOLVEMENT IN EDUCATION CONFERENCE

SMALL GROUP SESSION I - ROOM 406

Guidelines and Strategies for Training Teachers to Help Parents Become More Effective Home Tutors of Their Children

TIME: 1:30 - 2:15 (Thursday)

PROCEDURES:

1. Leader: **Mari Scott**
2. Recorder: **Ben Barron**
3. Hold group discussion which leads to the preparation of written responses for the following questions*:
   a. What skills and knowledge should teachers acquire to help parents become more effective home tutors?
   b. How should teachers' professional roles be changed in order to help parents become more effective home tutors?
   c. Based upon the responses to a and b, what are your recommendations for training teachers (preservice and inservice) to help parents become more effective as home tutors?
4. Condense discussion of each question into precise, written responses and be prepared to present them at our large group session this afternoon.

*In our surveys, we have defined the parent role of **home tutor** as: helping their own children at home to master school work or other knowledge and skills.

Other relevant questions might arise during the group discussion. Please include these and the group's responses to them in your report.

QUESTION/RESPONSE SHEET FOR SMALL GROUP SESSION I

(For Use by Recorder)

a. What skills and knowledge should teachers acquire to help parents become more effective home tutors?

b. How should teachers' professional roles be changed in order to help parents become more effective home tutors?

c. Based upon the responses to a and b, what are your recommendations for training teachers (preservice and inservice) to help parents become more effective as home tutors?

d. Other important questions/issues and responses:

(Q)

(R)

(Q)

(R)

(Q)

(R)

PARENT INVOLVEMENT IN EDUCATION CONFERENCE

SMALL GROUP SESSION II - ROOM 402

Guidelines and Strategies for Training Teachers to Help Parents Become More Involved As Audience* and Supporters** of School Programs

TIME: 3:00 - 3:45 (Thursday)

PROCEDURES:

1. Leader: **Edward Vodicka**
2. Recorder: **Carroll Patterson**
3. Hold group discussion which leads to the preparation of written responses for the following questions*:
   a. What knowledge and skills should teachers acquire to help parents become more effective as audience and supporters of school programs?
   b. How should teachers' professional roles be changed in order to help parents become more effective as audience and supporters of school programs?
   c. Based upon the responses to a and b, what are your recommendations for training teachers (preservice and inservice) to help parents become more effective as audience and supporters of school programs?
4. Condense discussion of each question into precise, written responses and be prepared to present them at our large group session this afternoon.

Other relevant questions might arise during the group discussion. Please include these and group responses to them in your report.

* In our survey, the parent role of **audience** is defined as: supporting their child as a member of the school community by attending school peformances, cooking for bake sales, responding to messages and announcements from school, etc.

** **School program supporter** is defined as: coming to the school to assist in such activities as being a classroom volunteer, chaperoning on a trip or party, organizing fund-raising activities for schools, etc.

PARENT INVOLVEMENT IN EDUCATION CONFERENCE

SMALL GROUP SESSION II - ROOM 404

Guidelines and Strategies for Training Teachers to Help Parents Become More Involved As Audience* and Supporters** of School Programs

TIME: 3:00 - 3:45 (Thursday)

PROCEDURES:

1. Leader: **Alvin Granowsky**

2. Recorder: **Olive Ann Willis**

3. Hold group discussion which leads to the preparation of written responses for the following questions*:

    a. What knowledge and skills should teachers acquire to help parents become more effective as audience and supporters of school programs?

    b. How should teachers' professional roles be changed in order to help parents become more effective as audience and supporters of school programs?

    c. Based upon the responses to a and b, what are your recommendations for training teachers (preservice and inservice) to help parents become more effective as audience and supporters of school programs?

4. Condense discussion of each question into precise, written responses and be prepared to present them at our large group session this afternoon.

Other relevant questions might arise during the group discussion. Please include these and group responses to them in your report.

* In our survey, the parent role of **audience** is defined as: supporting their child as a member of the school community by attending school peformances, cooking for bake sales, responding to messages and announcements from school, etc.

** **School program supporter** is defined as: coming to the school to assist in such activities as being a classroom volunteer, chaperoning on a trip or party, organizing fund-raising activities for schools, etc.

PARENT INVOLVEMENT IN EDUCATION CONFERENCE

SMALL GROUP SESSION II - ROOM 406

Guidelines and Strategies for Training Teachers to Help Parents
Become More Involved As Audience* and Supporters**
of School Programs

TIME: 3:00 - 3:45 (Thursday)

PROCEDURES:

1. Leader: **Roger Kroth**
2. Recorder: **Mary Tippin**
3. Hold group discussion which leads to the preparation of written responses for the following questions*:
    a. What knowledge and skills should teachers acquire to help parents become more effective as audience and supporters of school programs?
    b. How should teachers' professional roles be changed in order to help parents become more effective as audience and supporters of school programs?
    c. Based upon the responses to a and b, what are your recommendations for training teachers (preservice and inservice) to help parents become more effective as audience and supporters of school programs?
4. Condense discussion of each question into precise, written responses and be prepared to present them at our large group session this afternoon.

Other relevant questions might arise during the group discussion. Please include these and group responses to them in your report.

* In our survey, the parent role of **audience** is defined as: supporting their child as a member of the school community by attending school peformances, cooking for bake sales, responding to messages and announcements from school, etc.

** **School program supporter** is defined as: coming to the school to assist in such activities as being a classroom volunteer, chaperoning on a trip or party, organizing fund-raising activities for schools, etc.

QUESTION/RESPONSE SHEET FOR SMALL GROUP SESSION II

(For Use by Recorder)

a. What knowledge and skills should teachers acquire to help parents become more effective as audience and supporters of school programs?

b. How should teachers' professional roles be changed in order to help parents become more effective as audience and supporters of school programs?

c. Based upon the responses to a and b, what are your recommendations for training teachers (preservice and inservice) to help parents become more effective as audience and supporters of school programs?

d. Other important questions/issues and responses:

(Q)____

(R)____

(Q)

(R)

(Q)

(R)

PARENT INVOLVEMENT IN EDUCATION CONFERENCE

SMALL GROUP SESSION III - ROOM 402

Guidelines and Strategies for Training Teachers to Work with Parents
Involved in School Decision Making*

TIME: 9:15 - 10:00 (Friday)

PROCEDURES:

1. Leader: **David Seeley**

2. Recorder: **Norweida Jennings**

3. Hold group discussion which leads to the preparation of written responses for the following questions*:

   a. What knowledge and skills should teachers acquire to help them work with parents involved in school decision making?

   b. How should teachers' professional roles be changed in order to help them work with parents involved in school decisions?

   c. Based upon the responses to a and b, what are your recommendations for training teachers (preservice and inservice) to help them work with parents involved in school decision making?

4. Condense discussion of each question into precise, written responses and be prepared to present them at our large group session this afternoon.

Other relevant questions might arise during the group discussion. Please include these and group responses to them in your report.

* **Decision maker** is defined in our survey as: (parent) participating in school decisions by serving on an advisory board, a school committee, a governing board, etc.

PARENT INVOLVEMENT IN EDUCATION CONFERENCE

SMALL GROUP SESSION III - ROOM 404

Guidelines and Strategies for Training Teachers to Work with Parents
Involved in School Decision Making*

TIME: 9:15 - 10:00 (Friday)

PROCEDURES:

1. Leader: **Jo Bracken**
2. Recorder: **Eva Barron**
3. Hold group discussion which leads to the preparation of written responses for the following questions*:
    a. What knowledge and skills should teachers acquire to help them work with parents involved in school decision making?

    b. How should teachers' professional roles be changed in order to help them work with parents involved in school decisions?

    c. Based upon the responses to a and b, what are your recommendations for training teachers (preservice and inservice) to help them work with parents involved in school decision making?
4. Condense discussion of each question into precise, written responses and be prepared to present them at our large group session this afternoon.

Other relevant questions might arise during the group discussion. Please include these and group responses to them in your report.

* **Decision maker** is defined in our survey as: (parent) participating in school decisions by serving on an advisory board, a school committee, a governing board, etc.

PARENT INVOLVEMENT IN EDUCATION CONFERENCE

SMALL GROUP SESSION III - ROOM 406

Guidelines and Strategies for Training Teachers to Work with Parents Involved in School Decision Making*

TIME: 9:15 - 10:00 (Friday)

PROCEDURES:

1. Leader: **Sarah Cordray**

2. Recorder: **Rosemarie Word**

3. Hold group discussion which leads to the preparation of written responses for the following questions*:

   a. What knowledge and skills should teachers acquire to help them work with parents involved in school decision making?

   b. How should teachers' professional roles be changed in order to help them work with parents involved in school decisions?

   c. Based upon the responses to a and b, what are your recommendations for training teachers (preservice and inservice) to help them work with parents involved in school decision making?

4. Condense discussion of each question into precise, written responses and be prepared to present them at our large group session this afternoon.

Other relevant questions might arise during the group discussion. Please include these and group responses to them in your report.

* **Decision maker** is defined in our survey as: (parent) participating in school decisions by serving on an advisory board, a school committee, a governing board, etc.

QUESTION/RESPONSE SHEET FOR SMALL GROUP SESSION III

(For Use by Recorder)

a. What knowledge and skills should teachers acquire to help them work with parents involved in school decision making?

b. How should teachers' professional roles be changed in order to help them work with parents involved in making school decisions?

c. Based upon the responses to a and b, what are your recommendations for training teachers (preservice and inservice) to help them work with parents involved in school decision making?

d. Other important questions/issues and responses:

(Q)

(R)

(Q)____
____
____
(R)____
____
____
____
____
____
____
____
(Q)____
____
____
(R)____
____
____
____
____
____
____
____

PARENT INVOLVEMENT IN EDUCATION CONFERENCE

SMALL GROUP SESSION IV - ROOM 402

Guidelines and Strategies for Training Teachers to Work with Parents
As Co-Learners* and Advocates**
Regarding the School Program

TIME: 10:45 - 11:30 (Friday)

PROCEDURES:

1. Leader: **James Pierce**

2. Recorder: **Ramona Emmons**

3. Hold group discussion which leads to the preparation of written responses for the following questions*:

   a. What knowledge and skills should teachers acquire to help them work with parents as co-learners?

   b. How should teachers' professional roles be changed in order to help them work with parents as co-learners?

   c. What knowledge and skills should teachers acquire to help them work with parents as advocates?

   d. How should teachers' professional roles be changed to help them work with parents as advocates?

   e. Based upon responses to a-d, what are your recommendations for teacher training (inservice and preservice) to work with parents as co-learners and as advocates?

*Other relevant questions might arise during the group discussion. Please include these and group responses to them in your report.

(1) **Co-Learner** for our survey was defined as: (parents) attending inservice workshops with teachers and principals to learn about instructional methods, child development, classroom organization and management, etc.

(2) **Advocate** was defined as: (parents) making proposals (individually or through an organization) aimed at changing existing policies, practices or conditions in the school system or school building; voicing opinions on needs, concerns or issues related to education.

PARENT INVOLVEMENT IN EDUCATION CONFERENCE

SMALL GROUP SESSION IV - ROOM 404

Guidelines and Strategies for Training Teachers to Work with Parents
As Co-Learners* and Advocates**
Regarding the School Program

TIME: 10:45 - 11:30 (Friday)

PROCEDURES:

1. Leader: **Olive Ann Willis**

2. Recorder: **Marguerite Gillis**

3. Hold group discussion which leads to the preparation of written responses for the following questions*:

    a. What knowledge and skills should teachers acquire to help them work with parents as co-learners?

    b. How should teachers' professional roles be changed in order to help them work with parents as co-learners?

    c. What knowledge and skills should teachers acquire to help them work with parents as advocates?

    d. How should teachers' professional roles be changed to help them work with parents as advocates?

    e. Based upon responses to a-d, what are your recommendations for teacher training (inservice and preservice) to work with parents as co-learners and as advocates?

*Other relevant questions might arise during the group discussion. Please include these and group responses to them in your report.

(1) **Co-Learner** for our survey was defined as: (parents) attending inservice workshops with teachers and principals to learn about instructional methods, child development, classroom organization and management, etc.

(2) **Advocate** was defined as: (parents) making proposals (individually or through an organization) aimed at changing existing policies, practices or conditions in the school system or school building; voicing opinions on needs, concerns or issues related to education.

PARENT INVOLVEMENT IN EDUCATION CONFERENCE

SMALL GROUP SESSION IV - ROOM 406

Guidelines and Strategies for Training Teachers to Work with Parents
As Co-Learners* and Advocates**
Regarding the School Program

TIME: 10:45 - 11:30 (Friday)

PROCEDURES:

1. Leader: **N. F. Smith**

2. Recorder: **Theresa Escobedo**

3. Hold group discussion which leads to the preparation of written responses for the following questions*:

   a. What knowledge and skills should teachers acquire to help them work with parents as co-learners?

   b. How should teachers' professional roles be changed in order to help them work with parents as co-learners?

   c. What knowledge and skills should teachers acquire to help them work with parents as advocates?

   d. How should teachers' professional roles be changed to help them work with parents as advocates?

   e. Based upon responses to a-d, what are your recommendations for teacher training (inservice and preservice) to work with parents as co-learners and as advocates?

*Other relevant questions might arise during the group discussion. Please include these and group responses to them in your report.

(1) **Co-Learner** for our survey was defined as: (parents) attending inservice workshops with teachers and principals to learn about instructional methods, child development, classroom organization and management, etc.

(2) **Advocate** was defined as: (parents) making proposals (individually or through an organization) aimed at changing existing policies, practices or conditions in the school system or school building; voicing opinions on needs, concerns or issues related to education.

QUESTION/RESPONSE SHEET FOR SMALL GROUP SESSION IV

(For Use by Recorder)

a. What knowledge and skills should teachers acquire to help them work with parents as co-learners?

b. How should teachers' professional roles be changed in order to help them work with parents as co-learners?

c. What knowledge and skills should teachers acquire to help them work with parents as advocates?

d. How should teachers' professional roles be changed to help them work with parents as advocates?

e. Based upon the responses to a-d, what are your recommendations for teacher training (inservice and preservice) to work with parents as co-learners and advocates?

f. Other important questions and responses:

(Q)

(R)

(Q)____

(R)____

(Q)____

(R)____

POTENTIAL PROBLEMS REGARDING A COLLEGIAL APPROACH TO INCLUDING PARENT INVOLVEMENT TRAINING AS PART OF TEACHER PREPARATION

During this session, we will attempt to identify some of the problems likely to be encountered by efforts to include parent involvement training as part of preservice and inservice teacher preparation. Use this sheet to note the problems as we identify them. List problems in the left-hand column, and in the right-hand column, write the appropriate identifier for each conferee who poses the problem. The identifier keys are: TE - Teacher Education; SEA - State Department of Education; LEA - Local School District; PO - Parent Organization; FED - Federal Agency; PVT - Independent/Private Individual or Institution).

PROBLEMS	SOURCES
1. Teacher Education Institutions	

PROBLEMS SOURCES

2. State Departments of Education

3. Local School Districts

PROBLEMS	SOURCES
4. Parent Organizations	
5. National Education Organizations/Agencies	

PROBLEMS	SOURCES
6. Federal Education Agencies	

CONFERENCE EVALUATION

DIRECTIONS: Please complete this form to help us determine how well the conference was conducted.

A. CONFERENCE GOAL AND OBJECTIVES

To what extent was the conference successful in:

	Not Successful		Generally Successful		Very Successful
1. Meeting its goal of obtaining suggestions/recommendations from conferees which will be used in the development of guidelines and strategies to help train elementary teachers for parent involvement.	1	2	3	4	5
2. Presenting current views about parent involvement.	1	2	3	4	5
3. Discussing findings from a regional study of parent involvement.	1	2	3	4	5
4. Presenting implications and conclusions from the regional parent involvement study findings.	1	2	3	4	5
5. Determining how the roles, knowledge and skills of teachers could be enhanced with preservice and inservice training for parent involvement.	1	2	3	4	5
6. Producing a set of suggestions/recommendations for use in developing guidelines and strategies to help train teachers for parent involvement.	1	2	3	4	5

B. CONFERENCE ASPECTS

How useful were the following aspects of our conference:

	Not At All Useful		Generally Useful		Very Useful
1. Small group sessions.	1	2	3	4	5
2. Whole group sessions.	1	2	3	4	5
3. Small group summation reports.	1	2	3	4	5
4. "Collegial Approach to Parent Involvement Training Session."	1	2	3	4	5
5. "What Can We Do - Where Do We Go from Here Session."	1	2	3	4	5
6. The pre-conference materials.	1	2	3	4	5
7. Hosted evening session.	1	2	3	4	5

C. CONFERENCE SCHEDULE

To what extent was there sufficient conference time for:

	Not Enough Time		Generally Enough Time		More Than Enough Time
1. Small group sessions.	1	2	3	4	5
2. Small group reports.	1	2	3	4	5
3. Presenters.	1	2	3	4	5
4. Interaction with presenters.	1	2	3	4	5
5. Interaction with conference staff.	1	2	3	4	5
6. Interaction among conferees.	1	2	3	4	5

D. CONFEREE INVOLVEMENT

	Involved 1-2 Persons	Involved 3-4 Persons	Involved 5-6 Persons	Involved Everyone
1. Which describes the overall involvement of conferees in discussion of the small group session you attended.	1	2	3	4

E. CONFERENCE BENEFITS

1. To which parts of the conference did you contribute the most knowledge and/or information?

2. From which parts of the conference did you gain the most knowledge and/or information?

THANK YOU